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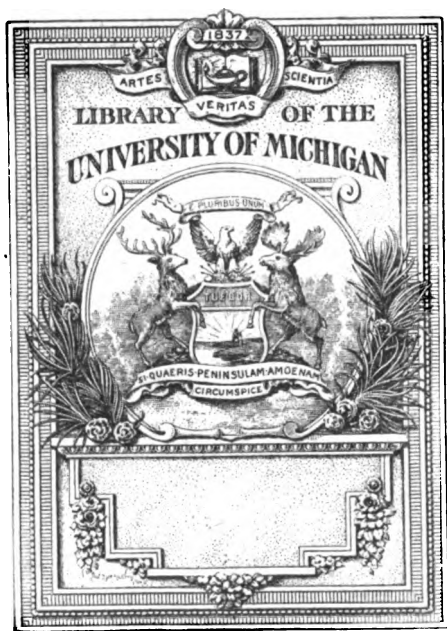
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**BULLETIN  
OF OBERLIN COLLEGE  
NEW SERIES No. 7**

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JAN 8 1904

# **ANNUAL REPORTS**

**OF THE PRESIDENT AND THE  
TREASURER OF OBERLIN  
COLLEGE FOR 1902-03**

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# ANNUAL REPORTS

OF THE PRESIDENT AND THE  
TREASURER OF OBERLIN  
COLLEGE FOR 1902-03

PRESENTED TO THE BOARD  
OF TRUSTEES AT THE ANNUAL  
MEETING, NOVEMBER 18, 1903

OBERLIN OHIO  
PUBLISHED BY THE COLLEGE  
NOVEMBER 25, 1903

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# The Annual Report for 1902-03

Presented by the President to the Trustees at the Annual Meeting, November 18, 1903.

To the Board of Trustees of Oberlin College:

Gentlemen: As President of the College, I have the honor to submit the following report, for the academic year 1902-03.

## DEATHS.

Two members of your own circle have been removed during the year by death: Professor William B. Chamberlain, of Chicago, who died March 7, 1903, and Mr. Dan P. Eells, of Cleveland, who died at Rocky River August 14, 1903.

### *Professor William Benton Chamberlain.*

Professor Chamberlain was for so many years closely connected with the College as student, teacher, and trustee, that in his death the College loses one of its warmest and most valued friends. The funeral services both at Oak Park and at Oberlin made manifest the remarkable personal hold that he had upon great numbers of men. It was then fully seen, perhaps, for the first time, how large a place he had won for himself in all the higher life of the city of Chicago, and how noble a representative of Oberlin he had been in all the years since his resignation as a member of its Faculty. The beautiful memorial pamphlet issued by the family embodies a recognition of him wholly deserved. His relation to Oberlin had been so close, and his love for her so deep, that it was but right that his body should be brought back to Oberlin for

burial. Your own minute concerning him fittingly recites his work for Oberlin, and should find its place here in the official publications of the College:

"The Trustees of Oberlin College desire to put on record their deep sorrow and sense of profound personal and public loss in view of the death of Professor William Benton Chamberlain, D. D., which occurred March 7, 1903.

"During the larger part of his active life Professor Chamberlain was identified with Oberlin College, and in spirit and purpose and active interest he was emphatically an Oberlin man.

"Entering the Preparatory Department as a self-supporting student in 1870, he worked his way through the different courses and was graduated from the College in 1875, and from the Theological Seminary in 1881.

"His proficiency in music and in rhetorical expression determined his career. While a college student he was made a teacher, and later an Instructor in Vocal Music in the Conservatory, which latter position he held until his graduation from the Seminary, with the exception of two years which he spent in the School of Vocal Art in Philadelphia. For thirteen years following he held successively the positions of Instructor in Vocal Music and Elocution in the Conservatory and College, and Professor of Elocution and Rhetoric in the College and Seminary, until in 1894 he accepted an appointment to the chair of Elocution and Sacred Music in the Chicago Theological Seminary.

"For more than fifteen years during his life in Oberlin he was the devoted and enthusiastic leader of the choir of the First Church.

"He was ordained to the gospel ministry in 1881, and his services in the supply of churches were much sought and were highly appreciated. It was but a well deserved tribute which this Board bestowed when in 1899 it conferred upon him the degree of Doctor of Divinity.

"The same year Dr. Chamberlain was elected by the alumni of the College as their representative upon this Board of Trustees, and in this office he has served with us until his death.

"A wise counsellor always, a faithful and devoted teacher, a public-spirited citizen, a warm personal friend, a brotherly man to all with whom he had to do, able, versatile, vigorous, and genuine, his has been a noble Christian life which has made the world brighter and better, and which now enriches heaven. Through our own sorrow in the loss of this faithful co-laborer and friend, we enter into the sorrow of his stricken family, and bear to them our tender sympathy."

*Mr. Dan Parmelee Eells.*

Mr. Eells's death occurred in his 78th year. He was elected a Trustee of Oberlin College in the year 1876, and continued his connection with the Board until the time of his death. During this long term of service as Trustee of the College, he amply proved himself an earnest friend and wise counsellor, and rendered the College many services. He was for many years a large factor in the business life of Cleveland. He was a man of warm heart and generous impulses, and gave largely to many private charities. He was identified with most of the older beneficent enterprises of Cleveland, having had a share in the work of the Young Men's Christian Association, Young Women's Christian Association, Protestant Orphan Asylum, Children's Aid Society, Bethel Union, Humane Society, and Bible Society. He was a charter member of the Second Presbyterian Church, and at the time of his death an elder in that church, and he gave generously toward the building of various other churches. He was a Trustee not only of Oberlin, but of Lake Erie College and of Lane Seminary. In all these varied activities he showed genuine personal interest, purposing to count as a real, and not merely a nominal, friend. The strength of any institution lies in no small measure in such loyal supporters.

RESIGNATIONS AND CHANGES.

*Trustees.*

At the last annual meeting, Mr. Amzi L. Barber, General Giles W. Shurtleff, and Dr. Judson Smith were elected to succeed themselves, for the term expiring January 1, 1909; Dr. Smith being elected by the alumni as their representative for this term. Mr. Merritt Starr was also re-elected by the alumni to fill the unexpired term of Mrs. A. A. F. Johnston, resigned. Mr. D. Willis James, of New York, was elected to fill the vacancy caused by the resignation of President Dan F. Bradley, but on account of his own health felt obliged to decline the election. At the meeting of the trustees in June, Mr. E. K. Warren, of Three

Oaks, Michigan, was elected to fill the vacancy caused by Mr. James's declination, for the term expiring January 1, 1905, and Mr. Charles Finney Cox, of New York, for the term expiring January 1, 1909. Mr. Warren has felt unable to accept his election for the present, on account of special duties now pressing upon him; but the President cherishes hope that Mr. Warren may later consent to serve upon the Board. The terms of office of Dr. Allen, Dr. Cowles, Dr. Mills, and Dr. Tenney also expire January 1, 1904. The successors to Dr. Allen and Professor Chamberlain as Alumni Trustees have already been elected by vote of the alumni, and will be reported for the first time, according to custom, at the meeting of the Board. The successors to Dr. Cowles, Dr. Mills, and Dr. Tenney should be elected by the Trustees at this meeting; and the vacancies caused by the declination of Mr. Warren and by the death of Mr. Eells should also be filled.

#### *Faculty.*

The terms of service of Dr. Mary Elizabeth Newcomb, as Instructor in Anatomy, and of Miss Caroline Sowers, as Instructor in Drawing and Painting, naturally terminated with the return from their year's leave of absence of the regular instructors in those departments. The work in both cases was carried with entire success. Miss Harriet Eva Penfield, after very efficient work as Assistant in Philosophy, resigned her position at the close of the college year to accept an instructorship in Philosophy at Rockford College, Rockford, Illinois. Miss Inez Frances Stebbins resigned her position as Assistant in Botany to become Professor of Botany in Huguenot College, Wellington, Cape Colony, S. Africa. The character of Miss Stebbins' work as assistant gives every promise of high success in her new position. Mr. James Judge Jewett resigned as Assistant in Physics, to accept a position as Principal of the High School at Casper, Wyoming.

No resignations or changes among either the Trustees or Faculty have been necessitated this year by ill health.

### *Absence on Leave.*

Professor John R. Wightman, of the Chair of Romance Languages, returned at the beginning of the year from his fruitful year of absence for travel and study abroad.

For the year 1902-03, leave of absence was granted to two Instructors: Miss Eva May Oakes, Instructor in Drawing and Painting, and Dr. Miriam T. Runyon, Instructor in Anatomy. Professor John Fisher Peck, the Principal of the Academy, was also absent during the Spring term, his office work being carried by Professor Shaw and Mr. Earl F. Adams, and his teaching by Mrs. Herbert Harroun.

Miss Oakes spent her year largely in further study in New York City, and feels that the results will prove of decided value to her in her further teaching. Dr. Runyon spent eight months of her year abroad in further study at Berlin, Vienna, and Paris, and the rest of the year in travel, chiefly in Switzerland and Italy. Professor Peck took his leave of absence to visit and study more carefully a large number of the best secondary schools of the country, East and West. There can be no doubt of the value to our work here of such inspection of the best methods elsewhere.

For the college year 1903-04, leave of absence has been granted to five members of the Faculty: Mr. Frederick Anderegg, Professor of Mathematics; Miss Arletta Maria Abbott, Professor of German; Mr. William Jasper Horner, Instructor in Singing and Public School Music; Mr. George Carl Hastings, Instructor in Pianoforte and Organ; and Mr. Orville Alvin Lindquist, Teacher of Pianoforte. Mrs. Adelia A. Field Johnston, Professor of Mediæval History, also has been granted leave of absence for the first semester of the present year. Professor Anderegg expects to spend his year chiefly in study at the University of Berne, Professor Abbott at the University of Berlin, Mr. Horner in study at Berlin, and Mr. Hastings and Mr. Lindquist at Leipzig. Mrs. Johnston will take the time for travel and study, especially in the line of the history of architecture, in Sicily and Egypt. In Pro-

fessor Johnston's case, the courses of the second semester will simply be omitted, and those for the first semester will be given in the second. In the other cases, the work has been satisfactorily provided for, partly by new appointments and partly by omission for the year of certain courses.

Besides the absences during the college year, already noted, a considerable number of the Faculty were abroad for travel or study for the entire vacation. This number included Dr. Alice Hanson Luce, Dean of the Women's Department and Professor of English; Dr. Delphine Hanna, Director of the Women's Gymnasium and Professor of Physical Training; Mr. Ernest Ludlow Bogart, Professor of Economics and Sociology; Mr. William Kilgore Breckenridge, Professor of Pianoforte; Mr. John Taylor Shaw, Associate Professor of Latin; Mr. Kirke Lionel Cowdery, Associate Professor of French; Mrs. Mary Taylor Cowdery, Tutor in French; Mr. Charles Sutphin Pendleton, Tutor in English; Mrs. Amelia Hegmann Doolittle, Teacher of Pianoforte.

#### APPOINTMENTS.

My own election as President of the College occurred at the last annual meeting of the Board of Trustees, November 19, 1902. The public inauguration exercises proper were on the morning of May 13, 1903, and the inauguration of Professor Bosworth as Dean of the Seminary also occurred on the afternoon of May 14.

A complete list of the appointments, falling within the year covered by the report, follows:

*Confirmed at the Special Meeting, held in Cleveland, February 5, 1903.*

Edward Increase Bosworth, as Dean of the Theological Seminary.

Simon Fraser MacLennan's title changed from Professor of Psychology and Pedagogy to Professor of Philosophy and Psychology.

Harriet Eva Penfield, as Assistant in Philosophy and Psychology, for the remainder of the year; new appointment.

(To begin with the College year, 1903-04.)

Edward Alanson Miller, as Dean of College Men and Professor of Pedagogy, for two years; new appointment.

Louis Eleazer Lord, as Instructor in Latin and Greek, for two years; new appointment.

Edwin Fauver, as Instructor in Physical Training, for two years; new appointment.

*Confirmed at the Semi-Annual Meeting, June 23, 1903.*

*(To begin with the College year 1903-04.)*

Kirke Lionel Cowdery, as Associate Professor of the French Language and Literature.

William DeWeese Cairns, as Instructor in Mathematics and Surveying in the College Department; reappointment.

Mary Eleanor Barrows, as Instructor in English Composition, for two years; reappointment.

Ernest Sutherland Bates, as Instructor in English Composition, for one year; new appointment.

Albert Edward Gubelmann, as Instructor in German, for one year; new appointment.

Thomas Maynard Taylor, as Instructor in Chemistry, for two years; reappointment.

Kate Waldo Peck, as Instructor in Singing in Oberlin Conservatory of Music; new appointment.

Wilfred Hobson Sherk, as Tutor in Mathematics in Oberlin Academy, for one year; reappointment.

Mrs. Alice Mead Swing, as Tutor in German in Oberlin Academy, partial work, for one year; reappointment.

Earl Foote Adams, as Tutor in Physics in Oberlin Academy, for one year; reappointment.

Seeley Kelley Tompkins, as Tutor in Declamation in Oberlin Academy, for one year; reappointment.

Alice Chipman McDaniels, as Tutor in German in Oberlin Academy, for one year; reappointment.

Edward James Moore, as Tutor in Mathematics in Oberlin Academy, for one year; new appointment.

Henry Chester Tracy, as Tutor in Botany and Zoölogy in Oberlin Academy, for one year; new appointment.

Dudley Billings Reed, as Tutor in History in Oberlin Academy, for one year; new appointment.

Charles Sutphin Pendleton, as Tutor in English Composition in Oberlin Academy, for one year; new appointment.

Florence Mary Fitch, as Assistant in Philosophy and Secretary to the President, for two years; new appointment.



Robert Logan Baird, as Assistant in Zoölogy and Geology, for one year; new appointment.

Mary Theodosia Currier, as Assistant Dean of the Women's Department, for one year; reappointment.

Inez Frances Stebbins, as Assistant in Botany, for one year; reappointment.

Charles Hulburd Burr, as Assistant in Physics, for one year; new appointment.

William Henry Chapin, as Assistant in the Chemical Laboratory, for one year; new appointment.

Jacob Franklin Alderfer, as Teacher of Organ in Oberlin Conservatory of Music; new appointment.

Bruce Headley Davis, as Teacher of Pianoforte in Oberlin Conservatory of Music; new appointment.

Estelle Reed, as Teacher of Public School Music in Oberlin Conservatory of Music; partial work; new appointment.

Lila Julia Wickwire, as Teacher in the Women's Gymnasium, for one year; reappointment.

The following persons as teachers in the Men's Gymnasium, for one year, partial work: Earl Foote Adams, Seeley Kelley Tompkins, Dudley Billings Reed.

The appointment of Professor Bosworth as Dean of the Theological Seminary has been received everywhere with great enthusiasm, and there can be no doubt that it means a distinct strengthening of the Seminary in all lines. The theological department has never had, in so distinct a way as is now proposed, a separate administrative head. And the closer organization thus made possible has already manifestly affected the Seminary life in many ways.

The appointment of Edward Alanson Miller as Dean of College Men also marks a very distinct step in advance. Hitherto the work of this office has had to be carried by a member of the Faculty already having full work in his teaching. In Mr. Miller's appointment, however, it is planned that he shall have fully half his time to give directly to the interests of the college men. And the appointment should make it certain that these general interests of the men of the college department will be looked after in a way

that has hardly been possible before. The large increase in recent years in the college department itself also makes more necessary the recognition of this deanship as a distinct office, as does also the increasing amount of general work naturally required from the President. Mr. Miller brings to his work in this office and to his pedagogical teaching, not only the advantage of most successful and valuable experience in public school work, and of graduate study along pedagogical lines, but also the force of a personality certain to command the full respect of the men with whom he will have chiefly to do. The President anticipates large results from this appointment.

Professor MacLennan's change of title naturally follows from the bringing in of Mr. Miller for the pedagogical work, and states accurately the teaching to be done by Dr. MacLennan, and is in line with Dr. MacLennan's own desire.

The transfers of Mr. Cowdery, of the department of French, and of Mr. Cairns, of the department of Mathematics, to full work in the College Department, and the appointments of Mr. Lord in the departments of Latin and Greek, of Mr. Bates in English Composition, of Mr. Gubelmann in German, of Mr. Tracy in Botany and Zoölogy, of Mr. Reed in History, of Mr. Pendleton in English Composition, of Mr. Baird in Zoölogy and Geology, of Mr. Chapin in Chemistry, all indicate the enlargement of the teaching force approved by the Trustees at the last annual meeting, and made necessary by the large increase in the number of students in the college department, and by the extension of the curriculum in the Academy as recommended by the special Committee of the Trustees upon the Academy. These appointments in every case are believed to be well deserved and to insure work of high quality. The full effect of this enlargement of the teaching force is of course not fully felt in the year upon which we are now entered, on account of the absence for the year of Professor Anderegg and Professor Abbott. But the appointments already mean that the teaching in the college department can be done much

more satisfactorily, and that the curriculum of the Academy has been very distinctly enriched.

The appointment of Mr. Edwin Fauver as Instructor in the Men's Gymnasium is not only a well-deserved recognition of the valuable work Mr. Fauver has been doing for the College, but indicates as well the strengthening of the department of Physical Training for Men.

It is hoped that the appointment of Dr. Fitch, who takes up the work done during the second half of last year by Miss Penfield, may enable the President to continue to carry safely his previous work in teaching, and at the same time make possible a better organization of the entire work of the President's office. Miss Fitch comes to her work fresh from the winning of her doctorate at the University of Berlin after three years of philosophical study in Germany, and is thoroughly competent to give the President such assistance as he may need in any of his courses, as well as in the other work of the office.

Mr. Moore's appointment in Mathematics in the Academy does not mean an extension of that work, but follows from the readjustment of the teaching force required by the transfer of Mr. Cairns to full work in the College Department.

The appointment of Mr. Burr is to fill the vacancy caused by the resignation, already mentioned, of Mr. J. J. Jewett.

Four new appointments, it will be noticed, are also made in the Conservatory. These are intended to fill the vacancies caused by the absence of Mr. Horner, Mr. Hastings, and Mr. Lindquist, and to provide as well for some additional work.

#### MATERIAL EQUIPMENT.

##### *The New Half-Million Movement.*

The most notable event of the year under this head has been the offer, by an anonymous Boston donor, of \$50,000, afterward increased, at the President's request, to \$100,000, conditioned on the raising of a half million dollars for either endowment or

equipment by January 1, 1904. The largest sums that have been so far definitely pledged toward this new Half Million Fund are \$15,000, promised by Mr. F. Norton Finney, and to be added to the Finney Memorial Chapel Fund, and a further pledge of \$25,000, also anonymously given. Toward this fund should also be counted at least \$4,000, as involved in the partial gift of the new organ, now being placed in Warner Concert Hall, and a number of smaller gifts, aggregating about \$10,000, and most of them specifically mentioned in the reports of the Librarian, the Dean of the Theological Seminary, and the Treasurer. The generous pledge of the Musical Union to give \$2,000 toward the new organ is here included, and deserves particular notice. Altogether, there is, thus, about \$154,000 pledged or paid in since the Boston donor's offer, which can be counted toward the new Half Million Fund. Plans have been made which it is hoped will insure some other large contributions. It is greatly to be desired that the Fund should be entirely completed at the time indicated by the Boston donor. But this is hardly possible without further large individual gifts. The College's natural constituency of smaller givers was thoroughly canvassed in connection with the previous half-million movement, completed last year.

#### *The Memorial Arch.*

The completion of the beautiful Memorial Arch, erected chiefly through the gift of Mr. D. Willis James, of New York, belongs to the year just closed. The Arch has been mentioned in the two preceding annual reports, and there needs only to be added here the record of its dedication in connection with the inauguration exercises, on the morning of May 14. Dr. Judson Smith, Secretary of the American Board of Commissioners for Foreign Missions, presided, and Dr. Frank S. Fitch, of Buffalo, delivered the dedicatory address, the prayer of dedication being made by Dr. Henry M. Tenney, of Oberlin. In connection with this dedication of the Arch was also inaugurated a new feature of the Theological Seminary life. Mr. Paul Leaton Corbin, of the

Senior Class, and under appointment by the American Board, delivered the "Monument Oration," which was responded to by Mr. Guy Hugh Lemon, of the Middle Class. It is proposed to make two such addresses at the Memorial Arch a part of the closing exercises of each Seminary year. This will tend to bring a high note of Christian dedication into those exercises. The dedication of the Memorial Arch was certainly one of the most impressive things connected with the inauguration; and it has already become clear that this beautiful memorial is to be an influential factor in the college life, as well as an attraction to many coming from other communities. An illustration is found in the fact that one of the sessions of the last State Christian Endeavor Convention was held at the Arch. The wisdom of the donor in putting his gift in just this form is thus already receiving clear justification. It may well be doubted whether the same amount of money could have been placed so as to count more in affecting the inner ideal life of the College. Artistically, too, the Arch has proved very satisfying. An article in the *Outlook* on recent college architecture by Professor A. D. F. Hamlin contained a picture of the Arch, and the *New York Evening Post*, commenting upon this article, said that the two most encouraging things in it, architecturally, were this Memorial Arch at Oberlin, and the new Gateway at Bowdoin. The College is certainly to be congratulated upon the possession of a monument which perpetuates so fitly and so beautifully the memory of its martyred dead.

#### *Living Endowment Union.*

The Assistant Secretary of the Living Endowment Union gives me the following summary financial statement with reference to the work of the Union :

"There are at this date in force 141 subscriptions to the Living Endowment Union, the annual payments on which amount in the aggregate to \$913.50.

"There have been received by the College Treasurer cash payments on account of subscriptions to this fund, amounting in the aggregate to \$1,849.50."

While the sums do not in themselves seem large, it should be remembered that the \$903 is money available for current expenses, and represents the interest on a considerable sum. If we can count on its continuance, it answers, for example, practically to the salary of an additional instructor. And the movement ought naturally to grow with each succeeding year, as it has this year, and still more rapidly, as the pledges to the Reunion Fund and to the previous Half Million Fund are paid up. Aside from the money involved, also, it means much to have the College as a regular object of benevolence continually in the minds of our alumni; they cannot fail to be more interested where they are regularly giving.

### *Other Gifts.*

Several other gifts which have come to the College during the year deserve special mention. To be put first, perhaps, is the gift of the marble bust of Professor Fenelon B. Rice, intended for the Conservatory building. The sculptor is Mr. Spicer-Simson. The bust is completed, and would have been here at Commencement time, had it not been retained for exhibition in the *Salon* at Paris. It is now expected that it will be put in place in December. The money for the bust came from the small gifts of a very large number of fellow-teachers, students, and friends, and from the proceeds of the memorial concert, given by the Conservatory Faculty and Orchestra on the evening of November 19, 1902. It is only fitting that the Conservatory should have so permanent a memorial of the man who was to so large an extent the creator of the musical department of the College.

The Conservatory has also received, through the initiation of the Conservatory Class of 1903, two particularly fine photographic portraits of Dr. and Mrs. Lucien C. Warner.

In connection with the closing exercises of the Theological Department, May 14, 1903, the Seminary students presented to the Seminary a photographic portrait of President Barrows. Appropriate addresses were made by Mr. Ernest Bourner Allen, of

the Senior Class, on behalf of the students in giving the portrait, and by Professor A. H. Currier, on behalf of the Faculty, in receiving it. The portrait hangs in the parlor of the Seminary, and is a constant reminder of the knightly spirit, whose interest in the Seminary was so real and constant.

The College Class of 1903 has made the College its debtor by adding to the painted portraits in the Library, an admirable portrait of Mrs. A. A. F. Johnston. The artist is Mrs. Thurber, the daughter of General and Mrs. A. B. Nettleton, who have been so closely connected with the College in previous years. The portrait was formally presented, and received with appropriate ceremonies at the College Library on the morning of the last Commencement day.

The reports of the Librarian, of Professor Albert A. Wright, and of Professor Grover, indicate further gifts to the Library, to the Museum, and to the Herbarium. The report of the Librarian contains full mention of the gifts there made. It should be noted, in connection with the Librarian's report, that probably no year has seen a larger addition of fresh books than the year just past. At the same time, very valuable additions have been made from standard books of an earlier date. The teachers all gratefully recognize the help so given to their work; but the needs here are still very great.

Concerning the gifts to the Museum, Professor Wright says:

"Among the additions may be mentioned some characteristic New Zealand specimens secured by Dr. and Mrs. Warner upon their recent journey: A *Hatteria* lizard, a genus that shows most distinct remnants of the strange pineal eye; an *Apteryx*, some fine land snails, Maori implements, etc. Dr. L. B. Sperry contributed numerous geological specimens from the West. Mr. Addison Gulick, of the present senior class, spent the summer in the Bermudas with a company of scientists, and brought home some fine Annelids, Corals, and Mollusks. Mr. Lynds Jones, while at Woods Hole, captured and preserved successfully one of the finest Portuguese Men-of-War that I have ever seen so far away from salt water; it is now one of the gems of our collection."

Professor Grover says of the additions to the Herbarium:

"The additions to the Herbarium, although not so large as the year before, have been of much value. They include, by gift from Mrs. A. S. Root, O. C. '84, a collection of 120 plants from Maine, and from Mr. Jesse Childs, O. C. '96, about 260 plants from Minnesota and Colorado. The additions by purchase have been 200 species of Fungi and 225 specimens of Algae, continuations of important sets, and a valuable set of 250 plants of Western Vermont, consisting largely of types of little known species. About 1,000 specimens of Lorain County plants have been collected and partially studied. The total additions for the year amount to over 2,000 specimens. The department has mounted and added to the organized collections about 900 plants from these and other additions."

From the proceeds of a concert given by the Conservatory Faculty and from other special gifts of individuals, money was secured sufficient to furnish hymn-books for the Chapel, much to the improvement of the musical part of the Chapel service.

The movement for raising \$5,000 for a Women's Athletic Field should also be mentioned here. The Treasurer's report shows that a considerable amount toward this sum has already been contributed.

#### *Other Material Gains.*

The report of the Superintendent of Buildings and Grounds gives in detail the main improvements made during the year. The most extended changes have been made in Society, French, and Stewart Halls. The needs of the Academy are now much better met in Society and French Halls, as the report of the Principal of the Academy indicates. The addition of a biological laboratory and of a general study room is particularly appreciated. The putting in of steam heat in Stewart Hall, and the accompanying changes, have made that building much more attractive. As the Dean of Women implies in her report, for the money asked exceptional accommodations are now furnished at Stewart Hall. The additional practice rooms now provided in Warner Hall will afford much needed accommodation for the increasing number of students, and be a regular source of income as well.



The provision for the first time, in any adequate way, for the psychological laboratory deserves special mention. The room for it, in the fourth story of Peters Hall, has been put in really good condition, and by the special appropriation of the Trustees, voted at the last annual meeting, the foundation for a truly adequate equipment has been laid. A modest annual appropriation should now enable this laboratory to do its full work for the students, although the laboratory room itself will need extension before long. This enlargement could be achieved at comparatively small expense by extending the present laboratory over Bradley Auditorium.

The fitting up of a small shop and dynamo room in the basement of Peters Hall has still further improved the equipment of the department of Physics. A six-horsepower gas engine and dynamo have been added to the chemical equipment during the year, providing for satisfactory ventilation.

The installation of a central heating and lighting plant in the village has made it possible for the College to arrange for the heating and lighting of a considerable portion of its buildings in a much safer, more satisfactory, and it is believed not more costly way. The details of the arrangement are given in the report of the Superintendent of Buildings and Grounds. An immediate gain will be the doing away with a large amount of smoke in the very center of the college buildings, and the provision for better ventilation in the main recitation hall. The ability to secure electrical power will also be a decided practical convenience.

As affecting the interests of both town and College, it is worthy of note, also, that North and South Main Streets are receiving permanent pavement. The work is now nearly completed. The share of the College in this paving amounts to \$2,854.83, to be paid in annual installments of \$259.53, for 11 years, beginning with the year 1903-04. The paving of South Main Street was especially desirable, on account of the very unfortunate impression made upon visitors to the town, who must,

many of them, traverse that street on their way from the railway station.

The increasing and valuable service rendered by the new *Park Hotel*, under Miss Bacon's efficient management, is another gain in the life of the community deserving mention. In numerous ways it has notably contributed to the work of the College during the past year, fulfilling so far the thought of the Trustees in directing its thorough renovation. It needs enlargement to be able to perform its full service.

There is growing evidence, also, that the electric railway service is one of the factors in increasing the attendance upon the College from the immediate vicinity.

#### *The Burning of the College Chapel.*

The greatest material disaster of the year has been the burning of the College Chapel, on the night of January 25, 1903. Quite a sum of money had recently been expended upon the Chapel to make it more presentable and more comfortable; and of course this extra expenditure was a total loss. The entire insurance on the building and contents was \$20,850. Of this amount, the College received \$20,600, apportioned as follows: \$12,000 for building, \$7,950 on contents, and \$650 on clock. \$4,539.17 was paid to the Conservatory on account of the organ, and some other Conservatory belongings. The amount expended by the College in the purchase of new office equipment and in the necessary alterations made in the dwelling house on West College Street, to fit it for college offices, has been kept well within the remainder of the insurance on contents; so that over \$14,000 is still available from the insurance. The College would have been greatly embarrassed, had it not been for the very generous offers made immediately after the fire by the officers of the First and Second Churches, putting their buildings at the disposal of the College for any such use as could be made of them. In accepting these offers, the College made use temporarily of the rooms on the lower floor of the Second Church for a part of its

offices, until the West College Street building could be put in condition; and took the audience room of the First Church for its Chapel services. The arrangement by the First Church with the College for the use of its building for College Chapel is a very generous one indeed. And the College is exceedingly fortunate in being able to make so good provision in this emergency for its central religious service. A much larger part of the contents of the offices was saved from the chapel fire than could have been reasonably expected. Practically all the records of the Treasurer's office, the most valuable part of the contents of the Secretary's office, the most important records of the Registrar's office, and all the papers in the President's office were saved. The office which suffered most was that of the Principal of the Academy; here, the loss was almost total. Both bells, also, were ruined; and one of the practical losses most keenly felt since the fire has been that of the clock and bells; though the Baptist Church has very kindly allowed the College to make use of its bell for announcing the various college exercises. The present provision for the college offices in the West College Street dwelling, is as good as could be expected under the circumstances, but can never be anything other than wholly inadequate.

In view of the burning of the Chapel and of the conditional offer of \$50,000 by the anonymous Boston donor, a special trustee meeting of unusual significance was held in Cleveland, February 5th.

#### OUTSIDE REPRESENTATION AND INFLUENCE.

##### *The Notable Gatherings of the Year.*

In the matter of relation to the outside world, there should be mentioned, probably, first of all, certain notable public meetings held at Oberlin during the year. The first of these, the annual meeting of the *American Board of Commissioners for Foreign Missions*, held October 14-17, 1902, was mentioned in the report of last year, and was no doubt of real value to the Col-

lege, in bringing its work to the attention of so many men of prominence and influence. The general committee of arrangements and the committee on entertainment had done their work so well that there can be no doubt that only a pleasant impression was left upon certainly the great majority of those in attendance upon that meeting, so far as Oberlin's relation to it was concerned. The stimulus of the meetings to the life of the College itself was also a great good.

The exercises connected with the *Inauguration of the President* put the College in especially close relations with the educational world. The committees in charge of the occasion did their work with such thoroughness and effectiveness that the entire program was certainly one of the most successful ever carried out at Oberlin. The Inauguration of the President was connected with the Wagner May Festival Concerts of the Musical Union, with the dedication of the Memorial Arch, with the inauguration of Professor Bosworth as Dean of the Theological Seminary, and with the commencement exercises of that department. A full report of the occasion, with the complete addresses of inauguration day, has been prepared, and is now passing through the press. This makes it unnecessary that more should be said of the details here.

In connection with these meetings, may also be mentioned the two sessions of the Ohio State Christian Endeavor Convention, held here on the afternoon of June 27, and devoted to two special Missionary Addresses at the Memorial Arch, and to an address upon President Finney by Dr. J. Wilbur Chapman, at the First Church.

Reference may also be made to four meetings held this Fall: The Tenth Anniversary of the Anti-Saloon League, held October 21 and 22, the North-Eastern Ohio Teachers' Association, on October 24; the State Convention of the Young Women's Christian Association, November 5-8; and two sessions of the annual meeting of the Ohio Library Association, October 8.

The Anti-Saloon League naturally came back to Oberlin to celebrate its tenth anniversary, since the League had its beginning here, and the policy outlined ten years ago has now been extended to thirty-nine different States. This tenth anniversary of the League was also made the occasion for launching a new movement in favor of personal temperance, to be under the auspices of the Anti-Saloon League, and to be called the Lincoln Legion. It is only fitting that a college, which has had so marked a history in reference to previous moral reforms in the nation, should have special connection with the very important issue raised by the liquor traffic. The meeting of the North-Eastern Ohio Teachers' Association had an unusually large attendance, and indicates one of the ways in which Oberlin might make closer its relation to the teachers of this part of the State. The fact that the Young Women's Christian Association came here for its State Convention, also shows the large growth in recent years of the work of the Association in the College. Oberlin ought naturally to have one of the largest and most effective College Associations in the State. In connection with the meeting of the Ohio Library Association, the regular Thursday Lecture for October was given by the Librarian of the Public Library of Cincinnati, Dr. N. D. C. Hodges, on "English Libraries."

#### *Representation at Other Meetings.*

The College has been represented during the year by the President, or by one or more members of the Faculty, at the Convention on Religious and Moral Education, held in Chicago, at the National Education Association, in Boston, at the North-Central Association of Colleges and Secondary Schools in Chicago, at a special conference called by Northwestern University to consider the relations of the College to the professional and technical schools, in Evanston, Ill., at the conference on higher commercial education held at Ann Arbor, at the "Conference of Colleges of the Interior," at Grinnell, Iowa, at various presidential

inauguration exercises of other colleges, at the meetings of a number of our own Alumni Associations, and this Fall, at a special conference on secondary schools at Evanston, Ill., and at the Fifth Annual Conference of the Congregational Seminaries of the United States and Canada, at Andover, Mass. It is hoped to make this representative work not only of advantage to the delegate attending, and to the College through his influence there, but through careful reports of these meetings made before the entire Faculty, to secure for all the teaching force a wider and closer acquaintance with the educational questions now prominently in discussion.

### *Relation to Secondary Schools.*

There seems to be no doubt that the relations of the College to the schools of Lorain County have been closer and more cordial than usual this year. The appointment of Mr. Miller to the Faculty must help further in this same direction. It will be noted that the Committee having specially in charge the Summer School, are still confident that much could be done in this direction through a slight additional expenditure for courses in the Summer School particularly appealing to teachers. While the present is not the time to press for any considerable expenditure in connection with our summer work, it should be borne in mind that there is general agreement that, with a comparatively small outlay, the College could probably make the summer session much more profitable to itself in a general way than is now the case. The Faculty have this year made this question of the relations to the secondary schools the special charge of a new standing committee.

### *Inter-Seminary Conference.*

The Fifth Annual Conference of the Congregational Seminaries of the United States and Canada met at Andover October 12, 1903, and took, this year, a decided step in advance; as a committee was appointed, and reported later, upon permanent organization, which will go into effect when six of the following

seminaries shall have reported their approval to the Secretary: Andover, Bangor, Chicago, Hartford, Montreal, Oberlin, Pacific, Yale. An Executive Committee of four was chosen to act in common matters for all the seminaries, if the constitution for permanent organization should be adopted. Professor Swing represented Oberlin at this Conference. Two questions under discussion at the Conference may illustrate the important common interests of the seminaries: Is the time at hand for a general union of Congregational theological seminaries in the establishment of one or more Congregational Summer Schools of Theology? Would such a movement advance the mutual interests of settled pastors and of our seminaries? Can a plan of co-operation be arranged for the thorough visitation of our Congregational colleges this year, to present the claims of the ministry, secure the best class of students, and obviate the suggestion of seminary competition? The Conference favored the idea of summer school work in theology, and approved of working in line with the movement already started as the Congregational Bible College and Summer Assembly at Lakeside, Ohio, and Pottawattamie Point, Michigan. It also voted that the presidents and deans of our seminaries be requested to arrange for a systematic visitation of our Christian colleges, to be put in operation the present year. Both these movements have large promise, and Oberlin has had its full share in bringing both forward.

#### *Work of College for Community.*

The College has continued its regular service for the community in the bringing in of various lectures from outside, but still more by the lectures given by the members of its own Faculty. It is also evident that there is an increasing tendency on the part of the community to make use of several of the regular courses offered by the College. As last year, it is naturally the case that the courses especially attractive should be in Art, in History, and in English Literature. Another Art Exhibition is planned for the present year, to be held March 28-April 9, 1904.

The President and Mrs. King have felt that the naturally close ties between the College and community might be still further strengthened by instituting a regular *New Year's Reception* to the entire community, at the President's house. The attempt was made on last New Year's Day, and the general invitation through the papers was responded to most cordially by the citizens; a very large number coming to the house through all the hours planned for the reception. Too much care, certainly, cannot be taken to keep and strengthen the close relations between College and community, which form one of the best parts of our inheritance from the past.

#### *Outside Work and Lectures.*

The peculiar nature of *Professor G. Frederick Wright's* appointment, which confines his teaching to one semester of the year, naturally makes his outside work more extensive than that of any other member of the Faculty, and there may be fittingly included at this point his complete statement of the work done by him, aside from the courses in the College and Seminary.

"The outside work which has devolved upon me has been various, and somewhat difficult of appreciation by those not engaged in it. There has been a wide call for the preparation of articles for the public press upon subjects bearing directly or indirectly upon my department of work. Sixteen such articles, upon the bearing of archæological explorations and scientific discovery upon religion, have been published by the *Chicago Record-Herald*, and a syndicate of seven papers, extending from the Atlantic to the Pacific Ocean, which have reached a constituency of more than a million readers. Nearly as many other articles are in process of preparation for publication in the immediate future. Various articles, also, of a similar character, have been called for by the religious press, some of which have been issued by a syndicate; thus appearing in several papers of different denominations widely distributed over the country. I have also been called upon for numerous lectures before prominent Clubs of men in Boston, Brooklyn, New York, Orange, N. J., Washington, D. C., Buffalo, and Cleveland, and for courses of lectures in two Chautauqua Assemblies.

"A most important line of investigations directly germane to my department has been opened in the discovery of the remains of glacial man



at Lansing, Kansas, where all my experience is brought directly into requisition. I have already spent several weeks in the field, studying the situation and bringing to bear upon it all the light which comes from my previous experience in varied portions of the world. Papers upon the subject have appeared from me in the *Bulletins of the Geological Society of America*, the *American Geologist*, the *Records of the Past*, and the *Bibliotheca Sacra*. The work is still in hand, and will lead to more elaborate publications in the near future. Everything indicates the extreme importance and fruitfulness of the line of investigation in which I am most specifically engaged.

"I may also mention as an incident of my work, the continued successful publication of the *Bibliotheca Sacra*, the oldest theological quarterly in America, now in its seventy-third year. This contains annually eight hundred pages of material, contributed by a wide circle of best-known scholars in America and Europe, and reaches at once every center of learning in the world, where, as we have abundant evidence, it is read by the leading formers of theological and philosophical thought. The incidental advantage of having such a quarterly sent forth from Oberlin can hardly be over-estimated; for, not only does it furnish a natural channel through which Oberlin professors and thinkers can reach the scholarly public, but by its publication here the whole scholarly world pays tribute to our importance as a center of theological and philosophical thought. Other universities are heavily subsidizing periodicals of this class for the sake of the representation which they give of their work.

"I may add, in conclusion, that my appointment to give the Stone Lectures at Princeton Theological Seminary in 1904 is laying upon me the constant burden of preparation, not only for that immediate course, but for the volume that would naturally follow; all of which will incidentally inure to the benefit of the classes that come under me in regular course."

Particularly valuable service in the effective representation of the College abroad has also been done by *Professor Bosworth*, as might be read, perhaps, between the lines of his very brief reference to it in his report as Dean of the Seminary. He has been able to speak in this way not only to very many college students, but also to an unusually large number of ministers and important laymen in various State Associations. His summer work, also, at the Y. M. C. A. Conferences on the Pacific Coast, at Lake Geneva, Wisconsin, and at Northfield, Massachusetts, at the Missionary Conference at Silver Bay, New York, and the

special Bible Study Conference at Pottawattamie Point, Michigan, has undoubtedly been of great value to the College. Rev. Ernest Bourner Allen, of the last graduating class of the Theological Seminary, and pastor of the Washington Street Congregational Church, of Toledo, Ohio, arranged for an "Oberlin Day" at Toledo, with special services calling attention to the work of the College at his Church, and at other Churches, in which he was assisted by Professor Bosworth and nine students from the College. Something of the same kind has also been done this Fall, and there can be little doubt that it will help in giving the College a better hold than it has had upon the situation in Toledo.

Professor Bosworth has also identified himself recently with a widespread and most influential movement in accepting the presidency of the Ohio Anti-Saloon League. As such, he presided at the recent tenth anniversary of the League here in Oberlin.

In the same connection should be mentioned the important course of ten lectures by *Dr. Leonard* on the "History and Literature of Physical Training," given before the Y. M. C. A. Secretarial Institute and Training School at Chicago, as well as his paper on "German Normal Schools of Gymnastics," read before the Biennial Convention of the American Association for the Advancement of Physical Education. *Dr. Hanna* also presented a paper at the same meeting.

Mention should also be made of the similar service rendered by *Mr. Lynds Jones*, Instructor in Zoölogy, of which Professor Albert A. Wright reports as follows:

"Mr. Jones spent the summer at the Marine Biological Laboratory at Woods Hole, Massachusetts, beginning a special investigation and giving a seminar upon birds, which attracted special attention. He is engaged for next summer as one of the staff lecturers of the Station. During the year he continued the editorship of the *Wilson Bulletin*, extra editions of which were sent out by the College to many scientific societies, with the result of bringing many valuable exchanges into the College Library. I

would suggest the propriety of having the expense of this edition met by the library funds, or by special appropriation, instead of being charged against the appropriation for the department of Zoölogy.

Special outside addresses have been given during the year by Professor Johnston, Professor Currier, Professor Swing, Dean Luce, Professor MacLennan, Professor Wager, and Professor Bewer. Professor Andrews has extended the knowledge and reputation of the Conservatory by many organ recitals, both here and away, including a number given during the latter part of the summer vacation. He has also been elected Vice-president of the Ohio Music Teachers' Association.

The summer work, too, of a number of the Faculty deserves mention here. Six members of the Faculty taught in connection with our Summer School: Professors Anderegg, Caskey, Hall, MacLennan, Martin, and Wager. Professor Cole gave advanced courses in Latin in connection with the summer school at Cornell University. Mr. Cairns was engaged in the topographical work of the United States Geological Survey. Professor Kimball had some special pupils in singing, and directed a choral society at Seattle, Washington. Mr. and Mrs. C. H. Adams had charge of the music at the Bay View Summer Assembly, Bay View, Michigan. Professors Carter and Wattles, and Messrs. Horner and Harroun did some teaching here in Oberlin, and Mr. Harroun studied further with Mr. Witherspoon in Cleveland.

The high quality of the chorus work done by our choirs has been again indicated by invitations to the Second Church Choir for special concerts given at the Euclid Avenue Congregational Church, of Cleveland, and at the First Congregational Church, of Elyria, Ohio.

In this connection may also be noticed the unusually fine work done during the last season by the College Glee Club, under the efficient training of Mr. Harroun, of the Conservatory Faculty. The Glee Club has certainly been a most favorable representative of the College, and the heavy work done in connection with it

both by Mr. Harroun and by Professor Peck, as manager, deserves warm appreciation.

#### REPRESENTATION IN THE PRESS.

The arrangement with Rev. James H. Ross, by which items of interest from Oberlin College have been furnished to the press of different parts of the country, has been continued during the year. Mr. Ross's work in connection with the meeting of the American Board, with the Inauguration, and in reports of various other lectures, addresses, gifts, and events, has undoubtedly been of value to the College, in keeping it before the public, and in giving accurate and intelligent information concerning its work. Mr. Ross has been very helpful, as well, in many suggestions given with reference to this whole work of outside representation.

The *Bibliotheca Sacra*, the college *Review*, and the two town papers have also, in different ways, forwarded the interests of the College. The establishment of a special Alumni Department in the college *Review* is sure to make that paper count much more largely among the alumni than it has hitherto. Mr. Earl F. Adams and Mrs. Herbert Harroun did efficient work as editors of this department last year, and this year it is to be in charge of Mr. Louis E. Lord and Mrs. Charles B. Martin. The Secretary of the College has tried to keep in touch, as far as possible, with the newspaper correspondents sending out information from Oberlin, to avoid mis-statements, and to insure that really valuable information was promptly and correctly furnished.

Beside the newspaper and periodical work already mentioned, as done by Professor G. Frederick Wright, articles by a number of other members of the Faculty should be noticed. Professor Bewer has written during the year three notable articles on the Book of Ruth, the conclusions of which have been accepted by some of the foremost scholars both of this country and of Europe. The articles were published under the title of *Die Leviratehe im Buche Ruth*, and *Zur Literarkritik des Buches Ruth*, in the

*Theologische Studien und Kritiken, Heft I und II, 1903*, and of *The Ge'ullah in the Book of Ruth*, in the *American Journal of Semitic Languages*, April, 1903. Professor Bewer also published several text critical notes in the *American Journal of Semitic Languages*, for January, 1903, which have received serious attention, especially in Germany; and he has prepared a number of reviews for theological journals.

Other articles, also, have been prepared by Professor Albert A. Wright, Professor Bosworth, Professor Kimball, Professor Leonard, Professor Swing, Professor Dickinson, Professor MacLennan, and Professor Bogart.

Besides important philosophical articles prepared for periodicals, Professor MacLennan has had an important share in a recent volume, *Studies in Logical Theory*, issued by the University of Chicago, under the editorship of Professor Dewey. Dr. MacLennan's contribution to this volume is entitled, *Typical Stages in the Development of Judgment*. In connection with Mr. Lynds Jones's work as editor of the *Wilson Bulletin*, should also be mentioned his volume, *Birds of Ohio*, published by the Ohio Academy of Sciences.

One other item in this connection is of such special interest, that I have asked Dr. Bewer to tell the brief story of it:

"Towards the end of October of last year Professor Karl Budde of the University of Marburg, Germany, wrote to me for detailed information about Oberlin College which Dr. Hackenschmidt, of Strassburg, Germany, wanted for his article on Oberlin in the new edition of the famous Herzog's Realencyclopaedie für Protestantische Theologie und Kirche. Dr. Hackenschmidt had heard "that a newly founded university in the U. S. A. called itself after Oberlin and made much of Oberlin," and naturally wanted to know "what kind of a school that was and how it had come upon Oberlin." President King, to whom I submitted the matter, decided at once to send not merely catalogues and descriptive pamphlets but also the two volumes on Oberlin's history to Professor Budde because he recognized the real importance of a special mention of Oberlin in a reference work of such high standing. Dr. Hackenschmidt has written the article for the Encyclopedia by this time and in addition an article on Oberlin in America in

one of the German Journals; so much interested had he become in Oberlin College.

One of the results of the special reference to Oberlin College in the *Realencyclopaedie* will be that the German professors will become more interested in students from Oberlin, now that they may be referred to such a standard work for information on Oberlin College, for they are rather shy of American colleges whose name and standing they do not know. I believe that one Oberlin graduate whom I had recommended to Professor Budde and who happened to be in Marburg when the above mentioned correspondence took place must already have been benefited by it; for Professor Budde did not merely hand the books over to Dr. Hackenschmidt but read a great part of them so that he became thoroughly familiar with the Oberlin principles and enthusiastic over "the altogether singular little republic."

### *The Work of the President.*

It is probably due to the Trustees that they should know in some detail the work of the President for the year.

It has seemed very desirable that the President should keep some vital connection with the teaching side of the work of the College; and he is still attempting to carry, with the help of his assistant, Dr. Florence M. Fitch, the five-hour course in the *Microcosmus*, as a senior elective in College, and the five-hour course in Theology, a required course for seniors in the theological department, and with Professor Bosworth, the two-hour required course for college seniors. The very efficient help of Dr. Fitch seems to give promise that this work can really be carried successfully in connection with the other duties of the President's office. The President continues, besides, his regular Sunday Bible class, and has charge of the Senior Class prayer-meetings, and must, of course, carry the responsibility of the chairmanship of the general and college councils and faculties, and of the prudential committee.

The appointments of Professor Miller to give at least half his time as Dean of College Men, and of Professor Bosworth to take full primary responsibility as Dean, for the Theological Seminary, have been a distinct help to the President. The direct

work of the office has been pretty carefully organized in the course of the year, and the office equipment much improved. The large amount of correspondence handled by the Secretary of the College, as well as the special help of the President's secretary and stenographer, has greatly assisted in bringing the work of the office within manageable proportions. Regular office-hours are kept by both the President and his secretary. In spite of the large assistance given by the office of the College Secretary, a large amount of general correspondence must still be handled from this office. The office-hours of the President are for general conference of all kinds, particularly with the Faculty, and with upper-class students. But the President's office must naturally be a general clearing-house for all college matters, and for all matters as to the relation of town and College. The general executive and financial work of the President, of course, can never be finished; it is necessarily carried as a continuous responsibility. A considerable part of the work of the President must naturally lie in keeping in close touch with the work at all points, and making certain, so far as possible, that the largest results are being obtained from the resources available. He wishes to recognize most heartily the many valuable suggestions that have come from the members of the Faculty, as to possible improvement at different points in the entire work of the College. It is one of the very great gains of our unusually democratic policy, that the suggestions of a large number of interested men are available for our work.

In connection with the regular work of the College, must also be given a considerable number of addresses during the year; including this year the inaugural address, the address at the inauguration of Professor Bosworth, and to the theological graduates, the baccalaureate sermon, of course, various chapel addresses, and occasional lectures.

The purely representative work of the President has involved attendance at various presidential inaugurations, at educa-

tional meetings, and at several alumni gatherings—those of the Western Massachusetts Alumni, at Springfield; the North-Western Oberlin Association, at Minneapolis; the Oberlin College Association of Illinois, at Chicago; the Western Pennsylvania Alumni Association, at Pittsburg; the New England Union of Oberlin Alumni, at Boston; and the New York Association of Alumni of Oberlin College, at New York. It may be noted that a new alumni association for Central New York has been formed during the year.

Commencement addresses were given at the High School at Kendallville, Indiana; at the Hathaway-Brown School, Cleveland; at the Rayen School, Youngstown, Ohio; at the Oberlin High School; at the Oberlin Kindergarten Training School; at the Normal Training School, Cleveland; at the Canton High School; and at the Salem High School.

Special lectures and addresses of an educational or religious character were given before the Chicago Congregational Club, and the Cleveland Congregational Club; before branches of the Association of Collegiate Alumnæ at Springfield, Massachusetts, at Cleveland, and at Chicago; at Williams College, Mt. Holyoke College, the Y. M. C. A. Training School at Springfield, Massachusetts, Carleton College, Hillsdale College, and Union Seminary, New York; before Teachers' Associations at Lorain and Oberlin; on Religious Education, at the Convention on Religious and Moral Education, at Chicago, at the Illinois State Congregational Association, at Evanston, and the Ohio State Congregational Association, at Akron, and at the Illinois State Sunday-School Convention, at Taylorville.

Other addresses have been given at Galesburg, Illinois, at Grinnell, Iowa, at Berlin Heights, Ohio, at Marblehead, Ohio, at Hinsdale, Illinois, and at Elyria, Ohio.

The President's summer work included three lectures given in connection with the Summer School of Theology of Western Reserve University; five addresses at the Ohio Christian Endeavor



Convention, at Elyria and Oberlin; a lecture before the Summer School at Oberlin; five addresses at the Chautauqua Assembly, at Chautauqua, N. Y.; two special lectures on *Christian Training and the Revival as Methods of Converting Men*, at the Y. M. C. A. Conference at Lake Geneva, Wisconsin, and five other addresses; two weeks of Bible teaching at the Congregational Summer Assembly at Pottawattamie Point, Michigan; and the preparation of a considerable study on *Jonathan Edwards as Philosopher and Theologian*, a part of which was given as an address, by invitation of Hartford Theological Seminary, at the 200th Anniversary of the Birth of Jonathan Edwards, celebrated at Hartford, Connecticut, October 5.

The main publications for the year by the President include the full discussion, of which the inaugural was a part, in the *Bibliotheca Sacra*; a series of articles on *The New Evangelism*, in *The Congregationalist*; a considerable pamphlet including the two lectures on *Christian Training and the Revival*, issued by the Y. M. C. A. Secretarial Institute, Chicago; the address on *The Modern Conception of Religious Education, as conditioned by the Principles of Modern Psychology and Pedagogy*, published in the *Proceedings of the First Convention of the Religious Education Association*; the baccalaureate sermon, on *Basic Qualities*; an article on the life of Jonathan Edwards, in the *Christian Endeavor World*; and the full study on Jonathan Edwards, which is soon to appear in the *Hartford Seminary Record*.

It would doubtless not be wise to undertake as much outside work as has been here outlined, regularly; though even this year only a small fraction of the opportunities for such service have been accepted. A certain amount of such outside work seems almost unavoidable, though the President has no doubt that his first and largest responsibility is for the immediate work of the College at home.

#### ADVERTISING.

The regular advertising of all departments in common has

been continued, as well as the regular separate advertising of the Seminary, the Conservatory, and the Academy. The Normal Course in Physical Training, as will be seen from Dr. Hanna's report, has now as many students as it can look after; so that it has not seemed necessary to continue the special advertising there. It will be seen from the Secretary's report, that two editions of the Catalogue have been issued, according to the suggestion made last year, and that a new large edition of the illustrated pamphlet has been prepared. The Oberlin Calendar was again effectively used last year; but it is proposed, with the present year, to change for a time to a somewhat different but very attractive form. A telling two-page article upon the College was prepared by a member of the staff of the *Chicago Advance*, for that paper. Far the most effective advertising of a direct kind, however, that the College does, is no doubt accomplished through the extended and carefully followed up correspondence of the office of the college Secretary.

#### ADVISORY COMMITTEES.

The term of office of one member of each of the Advisory Committees expires with the present year. The committees have been in operation so short a time that, in most cases, certainly, it would seem better that these members should be re-elected at this meeting of the Trustees.

The valuable reports made last year by the Advisory Committees on the Library, on Ancient Languages, on the Academy, and on Instruction in Drawing and Painting, in accordance with the wise vote of the Trustees, were manifolded and copies sent to all members of the Board of Trustees and to the members of the General Council. These reports have already produced real results, and indicate as well wise lines of policy to be later followed. This year the reports will be put in print, as more convenient for the Trustees, though they will not be sent out as a general publication to the world. The reports should secure careful consideration, by the Trustees and by the members of the

Council, of the most serious needs of the College. The very important report of the special committee on constitution has also been put in print, and will be before the Trustees once more for their consideration, with such suggestions as the Council may have to make concerning it.

#### RELATION TO PROFESSIONAL AND TECHNICAL EDUCATION.

This problem is so vital a one for the independent college, that I have asked the different members of the committee on this subject to make a careful report of the different aspects of the question. Professor Hall writes upon the relation to law schools; Professor Bogart upon the relation to higher commercial training; Professor Leonard upon the relation to the medical schools; and Professor St. John upon the relation to technical schools.

#### *Relation to Law Schools.*

"The situation in legal study seems to be that the leading Law Schools of the country have made arrangements by which the combined Arts and Law courses may be taken in six years; and at the end of that period the student will possess both the A. B. degree and the diploma from the Law School. The Harvard Law School is a marked exception to this tendency, as it requires an A. B. degree as a condition of admission to its classes, and hence Harvard students must at present spend seven years in order to complete both courses. In the six-year combined course, we have found no instance in which a year of study in the Arts has been counted as a year in the Law School, even if that year should be devoted to lines of study especially recommended for Law students; as, for example, in Economics, History, Political Science, or Constitutional Law. In other words the graduate from this combined course has had three years of Law study and only three years of study in the Arts. He has not had, in any case, four years of study in the Arts and two years in Law, with one of his years in the Arts course so carefully selected that it has been accepted as an equivalent for a year of Law study.

Such a combined course, it is plain, can only be offered in a University which includes a Law Department as well as an Arts Department; and the College, with the Arts course only, can not compete with the University in *such* a shortening of the period of professional study in the Law.

A year ago your Committee had not regarded this matter as an urgent problem; but it is manifest that the attraction of the six-year Law course

has already been more widely and deeply felt among our students than we had realized. At the close of the past year Oberlin lost two of the young men in its incoming Senior class, because they could enter Universities where they could complete their Law courses in three years and at the same time receive their A. B. degrees; and we must anticipate that this tendency will increase. In these circumstances it seems to your Committee that the only way in which Oberlin can meet this new form of competition for our young men who are looking forward to the profession of the Law is by the appointment of a Professor of Law, who shall give his time to the teaching of such subjects as are covered by the first year of study in our best Law schools. There is no reason to doubt that students who have pursued such studies in Oberlin College will be admitted to the second year in any of the Law schools of the country except Harvard. Of course, it would not be necessary for any student to take all the legal studies in his Senior year, and several of them might wisely be taken in the Junior year, and some even in the Sophomore year. Such an appointment at Oberlin would be rather a reversion to an earlier system than a novel experiment; as a Professor of Law was a member of the Oberlin Faculty for several years in the early days of Oberlin.

A temporary alternative was offered to your Committee by the proposal of one reputable Law School that three courses now given in Oberlin College would be accepted as one fourth of a year's study in the Law school; that one of their lecturers would come to Oberlin and conduct a two-hour course through the year, for which a second fourth of a year would be credited; and that the remaining half of the year's work might be made up by taking extra hours of work through the other two years of the Law course; and in this way an Oberlin student might practically follow a combined six-year course, not unlike that offered in the Universities. The generous offer was made that the proposed Law teacher might be engaged at a merely nominal sum; viz., the paying of his traveling expenses. This offer, the Committee on Professional Study did not think it wise to accept. The credit proposed for our College work seemed too trifling to deserve much attention; the work done by the proposed loan of a lecturer seemed of comparatively little value; while such an offer would have been very welcome in case of a sudden emergency caused by death or incapacity, it did not seem dignified or self-respecting for Oberlin to make use of such an offer as a permanent policy, since it was so easily open to misconstruction and misrepresentation."

### *Relation to Higher Commercial Education.*

"The past few years have witnessed the establishment of courses in higher commercial education in a dozen of our larger universities, the

avowed purpose of which is to give their graduates a more special training for business careers than they could obtain from the ordinary college course. The increasing complexity of modern business makes necessary a specialized education for those who are to make a success of it. The fact that colleges have not in the past given such training has made some question whether the successful business man did not secure his education better by practical experience than by college training. While it is true that actual contact with business affairs is a necessary condition for a successful business career, yet the educated business man can secure best in the college a knowledge of the general principles and broader inter-relationships of our industrial life. Such training, it is believed, will fit him better for assuming a responsible position in the business world, while it will at the same time in no wise detract from the liberal character of his education. A comparatively slight modification of the present course of study at Oberlin would enable us to offer the students the most important courses presented in the programs of some of the institutions providing for higher commercial education. In suggesting this there is no thought of attempting to give a complete three or four years' technical course in business training. The purpose is rather to enlarge and remodel somewhat the Department of Economics and Sociology in such a way as to give the student the essentials of a broad commercial education and prepare him for postgraduate work in a technical school of commerce, or for better understanding the problems of our complex industrial life without further study. It is not necessary to label this group of studies a "Business Course;" it is sufficient if the demand for such work be met and the opportunity be given to our students in Oberlin of securing a more liberal and comprehensive knowledge of the economic world. It would put us in line with some of the most progressive institutions in the middle west, and permit the enlargement of our curriculum in the direction in which it most needs it. *This could be secured by the appointment of one additional instructor in the College.*

It was the good fortune of your professor of economics, as delegate from Oberlin College, to attend a conference of college, business, and professional men at Ann Arbor last spring for the purpose of considering the advisability of incorporating higher commercial education in our college curricula. The verdict was general and was particularly emphasized by the business men present that the liberal character of a college education must in no way be sacrificed; that the best business training possible was the training of the whole man. But it was also thought that the study of modern industrial society might be made as truly liberal as other courses of study, and at the same time give the student a better insight into

the working of economic and social forces than is possible under a curriculum organized without this group of studies.

The courses in higher commercial education, given in common by the Universities of Chicago, Dartmouth, Illinois, Indiana, Michigan, New York, Ohio State, and Wisconsin, are as follows (the numbers show how many of the eight institutions give these courses): *Economic History of England* (5); *Economic History of the United States* (3); *Economic Geography* (5); *Political Economy* (7); *History of Commerce* (5); *Money and Banking* (6); *Business Organization* (5); *Materials of Commerce* (3); *Accounting* (4); *Commercial Law* (4); *Public Finance* (6); *Transportation* (5); *Labor* (3); *Economic Theory* (2); *Corporation Finance* (3); *Domestic and Foreign Trade* (2); *Insurance* (2). Of these the last three are postgraduate studies, and so may be dismissed. Of the others the courses in italics are now given in Oberlin College. If an additional instructor could be appointed who could relieve your present professor of the sociology and of five hours a year in the introductory economics, the following schedule of courses could be arranged:

|          | Freshman.                    | Sophomore.                                       | Junior.   | Senior.  |
|----------|------------------------------|--|---|--|
| 1st Sem. | Econ. Hist. of Eng., 2 hrs.  | Polit. Econ., 5 hrs.                             | Transportation alternating with Fin. Hist. of U. S. Hist. of Com., 2 hrs. } 3 hs. | Econ. Theory alternating with Labor. } 3 hs.<br>Econ. Sem., 2 hrs. |
| 2nd Sem. | Econ. Hist. of U. S., 2 hrs. | Money and Banking, 3 hrs.<br>Econ. Geog., 2 hrs. | Public Finance, 3 hrs.<br>Hist. of Com., 2 hrs.                                   | Bus. Org., 3 hrs.<br>Econ. Sem., 2 hrs.                            |
| Total    | 4 hrs.                       | 10 hrs.  | 10 hrs.   | 10 hrs.  |

This makes provision for practically all the courses mentioned above except those in Accounting and Commercial Law. The Economic Seminar, which is open to eight of the most advanced students, could be used, if desirable, for more advanced work along any of these lines. It will be noticed that this plan provides for taking only eight to ten hours of the time of the assistant; the rest of his time could be given to the Department of History, where the most pressing needs seem to be for the establishment of a course in Modern European History and for the continuance of the course now being given in Greek History, or to the expansion of

the work in Political Science. Though I hesitate to urge it at this time, there is even now need of still another instructor, who could give some general courses for which credit might be obtained in law schools by intending law students, but for which there is even greater need as a part of a liberal college course. Such would be courses in Constitutional Law, International Law, Commercial Law, Comparative Politics, Theory of the State, Municipal Government, Political Institutions, etc. On the other hand, technical law courses such as contracts, sales, agency, torts, etc., might well be left for the professional law school. The more pressing need at present, however, seems to be along the lines followed by so many of our neighboring institutions in developing higher commercial education."

### *Relation to Medical Schools.*

"In your letter of the 15th you ask for a somewhat careful statement concerning the situation as to the relation of the College to medical schools; the difficulties in the way of the adjustment, and exactly what we need to do to make such adjustment, and whether any further action or expense in this direction would be of value. A study of the requirements for Admission, Advanced Standing and Graduation, and of the work done during the First Year, at certain representative medical schools, will make clear the present condition of affairs. The institutions I have selected—and they are the ones most frequently attended by our graduates—are the following: Harvard, Columbia, University of Pennsylvania, Johns Hopkins University, University of Michigan, University of Chicago, and Western Reserve University. The statements are taken in each case from the last catalogue issued by the Medical Department of the university in question.

#### *1. Harvard University.*

Candidates for *admission* must present a degree in Arts, Literature, Philosophy, or Science, from a recognized college or scientific school, with the exception of such persons, of suitable age and attainments, as may be admitted by a special vote of the Administrative Board in each case. All candidates must have had a course in Theoretical and Descriptive (Inorganic) Chemistry and Qualitative Analysis (in preparation for courses in Chemistry in the Medical College).

Applicants for admission to the Medical School who have studied for three years in recognized colleges, or technical or scientific schools, in which courses in Human Anatomy, Physiology, Histology and Physiological Chemistry are a part of the instruction, may be admitted to *advanced standing*, provided they pass an examination in these subjects, and possess the other requirements for admission.

The course during the *First Year* includes Anatomy (432 hours, with dissection), Histology and Embryology (252 hours), Physiology (348 hours), Physiological and Pathological Chemistry (288 hours).

Candidates for *graduation* must have studied in a recognized Medical School at least four full years, of which one year must be spent at this school.

### 2. *Columbia (College of Physicians and Surgeons).*

Candidates for *admission* must present a medical student's certificate, granted by the Regents and based upon the completion of at least one full year's course of study in a college or scientific school registered as maintaining a satisfactory standard. Examinations on an equivalent amount of courses may be taken.

Students who have pursued elsewhere courses in Physics or General Chemistry substantially equivalent to those given at this College, may be excused from the work in these subjects, and admitted to more advanced instruction as a substitute, on presentation of satisfactory certificates or after examination. *Advanced standing* in other subjects than Physics and Chemistry is granted only when these have been pursued in a recognized medical school.

The work of the *First Year* includes Physics (lectures and laboratory through one semester), General Chemistry (lectures, conference and laboratory through one semester), Anatomy (demonstrations and 216 hours of dissection, throughout the year), Normal Histology, and Physiology (lectures and demonstrations, throughout the year). The work in Anatomy and Physiology is continued in the second year.

In order to practice in New York State the candidate for registration must have studied four full years in a medical school maintaining a satisfactory standard. *Graduates* from Columbia must conform to this standard.

### 3. *University of Pennsylvania.*

Candidates for *admission* must be able to meet the entrance requirements at any recognized college.

Any graduate in Arts or Science of a college recognized by this University who has completed any of the studies of the first year of the Medical Course, and who has passed satisfactorily the examination given by the professor in the respective branch in this medical school, may be excused from that portion of the study given in the first year of the course, provided that he utilize the time scheduled for that study in advanced work in Chemistry, Anatomy, or Bacteriology, according to his preference; or in anticipating work of the second year in so far as the official roster will permit.



The work of the First Year includes Anatomy (lectures and dissection), Histology and Embryology (laboratory), Bacteriology (lectures and laboratory), General Chemistry and Medical Chemistry (lectures and laboratory), lectures on Medical Terminology, Ethics, etc.

The candidates for *graduation* must have passed satisfactory examinations in all of the required branches of the (four years') curriculum, must have attended the practical instruction in all departments, and his last year of instruction must have been at this school.

#### 4. *Johns Hopkins University.*

Candidates for *admission* must be graduates of approved colleges or scientific schools, and must furnish evidence that they have acquaintance with Latin and a reading knowledge of French and German, and such knowledge of Physics, Chemistry, and Biology as is imparted by the regular minor courses (each consisting of four class-room exercises and two afternoons of Laboratory work throughout the year) given in these subjects in this University. Others who show by examination that they possess the required general education and special training involved in the above conditions may also be admitted.

Admission to *advanced standing* is only by examination.

The work of the *First Year* includes Anatomy, Histology and Embryology, Physiology, and Physiological Chemistry.

The candidate for *graduation* must in every instance have fulfilled all the requirements for admission to this Medical School and must have completed, as a regularly matriculated or registered medical student, a four years' course of medical study, equivalent in its standards to that given here, of which the final year must be spent in this Medical School.

#### 5. *University of Michigan.*

To meet the requirements for *admission* without condition, it is expected that the applicant will have had to take at least two years of collegiate instruction in addition to a high school course.

In order to be admitted to *advanced standing* a student must have completed not only the didactic courses, but the laboratory courses also, already taken by the class to which he seeks admission. When, in the judgment of the professor in charge, such a course is equivalent to that given in this Department, he may give the student credit for the work done, and thus avoid repetition.

The work of the *First Year* includes Anatomy, Embryology and Histology, General Chemistry, and Physics.

Under no circumstances will a student be *graduated* without having taken four full courses in a medical school, the last of which must have

been in this school. Graduates of literary and scientific schools or colleges are not exempted from the necessity of complying with this requirement.

Students in the Department of Literature, Science, and the Arts who intend also to study medicine may be able to shorten their total period of study and residence at the University by from one year to one and a half or two years, if they comply with the conditions in which registration in both departments at the same time is permitted, and also pursue, as literary students, courses that cover the subjects required in the first two years of the medical curriculum.

#### 6. *University of Chicago.*

The requirements for *admission* consist of a four-year high school course plus one and a third years of college work, which must have included General Chemistry and Biology (after June 18, 1905, *two years* of college work, which must have included General Chemistry, Elementary Biology, Organic Chemistry, College Physics, and reading knowledge of German and French).

Graduates of recognized colleges of Arts or Science which require a regular attendance of four years as essential to graduation, may be given credit for each major (60 hours of lecture or recitation, or 120 hours in the laboratory) of work (or a full equivalent therefor) corresponding to any of the work in medical courses. In accordance with state law such students are allowed to complete their medical course and receive the M. D. degree 33 months after matriculation. This involves a time credit of one year, but does not excuse the student from any of the work of the medical course.

The work of the *First Year* includes Chemistry (one major, in addition to General Chemistry), Anatomy (with dissection), Embryology and Histology, Physiology, Physiological Chemistry, Pharmacology, Bacteriology, and Pathology.

The first two years' work in Medicine may be taken as the third and fourth years of the Bachelor of Science Course (and a very considerable part of the first two years' work in Medicine during the third and fourth years of the Bachelor of Arts or the Bachelor of Philosophy Courses) upon the fulfilment of certain requirements for the degree.

#### 7. *Western Reserve University.*

Candidates for *admission* must have completed the junior year in a recognized college.

Graduates in Arts or Sciences of recognized colleges who have during their academic course devoted to the subjects the number of hours mentioned below, or their equivalents, and have passed satisfactory examina-

tions thereon, may be admitted to the second year of the course. But the amount of practical work in such courses must not be less than that required in corresponding subjects during the first year in this College. The subjects are—General Biology 90 hours, Comparative Anatomy 75 hours, Embryology 75 hours, Histology 200 hours, Human Anatomy 120 hours, Physics 60 hours, Inorganic and Organic Chemistry 300 hours.

Students in the senior class of Adelbert College are permitted to take elective courses in the first year of the Medical College. Such electives, to the extent of nine hours a week, are counted toward the academic degree, so that in this way students may save one year in the combined literary and medical courses.

The work of the *First Year* includes Anatomy with dissection, Chemistry, Histology, Comparative Anatomy, Embryology, and Bacteriology.

In accordance with the laws of certain states, not including Ohio, all persons desiring to practice medicine in these states are required to have attended, before taking the state examination, four full years at a regular medical college, whether they are graduates of a literary college or not.

I may add here the vote passed last spring at a meeting of the Association of American Medical Colleges. "On and after July 1, 1905, each of the four years of the medical course shall be separate and distinct from the arts and scientific departments of the university or college, and no student shall be permitted to be a matriculate in another department of a university or college."

In view of these facts, the difficulties of adjustment and the possible alternatives which confront the independent college are, it seems to me, substantially as set forth in a letter received from Professor W. H. Howell, Dean of the Medical Department of Johns Hopkins University. He says, in part: "I regret to say that it is not possible for one of your students to shorten his medical course here by one year in consequence of special scientific courses before entering. The main difficulty is that some of the state laws, e. g. those of New York, require evidence of four years' medical study with registration for four years as a medical student. \* \* \* A second difficulty lies in the fact that outside a well-organized medical school really thorough courses in Human Anatomy, Physiology (including laboratory work), Physiological Chemistry, and Neurology cannot be obtained at present. \* \* \* What we look for in our college courses, in addition to a liberal training, is a good foundation in Physics, Chemistry, and Biology. If these are given I do not see how the other sciences mentioned above and which constitute mainly our first year's work can be crowded into the four years of college. As you well know, many colleges that have medical departments have organized combined courses, in which the first

year in the Medical Faculty counts as the last year of the College course leading to the bachelor's degree. I presume that Oberlin might make similar arrangements with some of the good medical schools, allowing the student to enter the medical school at the end of his third year and conferring the degree at the end of his first medical year. If I may be permitted to say so, a better plan still would be the restriction of the college course to three years, as is practically done in the undergraduate department of this University \* \*"

The present time is plainly one of transition and adjustment, in the medical schools themselves and in their relation to the college. Under such circumstances, and in view of the evident trend toward separation of the professional course altogether from the undergraduate course, I believe that Oberlin College would not be justified in taking any action, at present, which would involve modification of existing courses of instruction and require the expenditure of considerable sums for that purpose."

### *Relation to Technical Schools.*

"The coördination of college and *technical school* work is a question in whose solution Oberlin College is vitally interested. In the case of a college intimately connected with a technical department as in the large universities, the solution of the question is found by allowing the young men to go directly into the engineering department or by offering to them a combined course upon whose completion they obtain both the arts and the engineering degrees. In such a combined course, the third and fourth years contain studies that might well find a place in a college of liberal training as well as in a school of technology. It is quite generally admitted that four years of purely liberal training in college is more than the average man can afford to devote to preparation for technological study.

Independent colleges such as Oberlin are in grave danger of losing their hold upon young men who in increasing numbers are preparing themselves for the technical callings. The best present solution of the problem seems to be to offer a range of electives in college, in lines of work that can be accepted for advanced standing in technical schools, sufficiently wide to enable the graduate of the college to complete his technical work in two years. In comparing the courses offered in Oberlin College with those of the technical schools, it is found that with the exception of some *shop-work* the work of the first two years of the technical schools can be so nearly duplicated that the student who has made suitable selections during his college course would be able to complete his technical work in two years, thus making a course of six years for the two degrees.

Work common to Oberlin College and the courses in the best engineer-

ing schools is now given in English, French, German, Spanish, History, Economics, Mathematics, Chemistry, Physics, Geology, Free-hand Drawing, Surveying, Mechanical Drawing, and Descriptive Geometry.

The omission of *shop-work* is a serious one for the student entering the technical school with advanced standing, for it delays until too late an age his work with eye and hand and "he will undergo the serious embarrassment of entire dislocation between the grade of work he can do with his brain and that which he can do with his eyes and hands." Since it is work that finds its proper place in the earlier years of the technical course its omission causes a serious loss to the student entering the junior year of the technical school, who must necessarily sacrifice some of the richer and fuller results he has a right to expect from the last two years of his course, in order to make up his deficiencies in this primary and fundamental shopwork. A college can not afford to advise students to remain four years with the expectation of completing a technical course in two years more, if thereby their technical courses must suffer seriously. The only ground upon which a six years' course can be urged in the case of the engineer is that such a course is of advantage to him as *an engineer*. This implies that he has suffered no serious loss in his training for the strictly technical side of his profession, but has added the advantages of four years of residence and study in academic surroundings and is in the broad sense a liberally educated man.

The men who are directing engineering education are clearly convinced of the advantage of a liberal training. The Dean of a large Eastern school of engineering says in this connection: "Somewhere along this road, the professional must usually break out and take up his engineering studies. Few and fortunate are they who are permitted to receive that higher and more truly liberal education which is furnished by a good college—when the transfer takes place general education, formal education, ceases and professional education begins." After this formal transfer he deals only with material things and with the dead and inanimate world; as the late Dean of a large Western engineering school states it—"His face is always turned nature-ward and not man-ward," and with convincing logic he argues for fairly liberal training "in those studies which are grouped under the very inclusive but indefinite name of the humanities." He adds further—"We are voluntarily consenting to graduate and to put upon the world a class of highly educated and splendidly trained men who know nothing of the history or the thought of the world behind them or the great social problems that are moving the hearts and minds of those about them. These men stand mute and helpless, therefore, in this struggling, seething world of affairs, where they are so much needed

to help out, with their clear heads and balanced judgments, the few workers who are now able to see straight and think clear."

The ability on the part of a strong college to offer four years of such a combined course by which the future engineer gains the advantage of a college education without danger of loss in his technical training would add greatly to its standing and prestige, particularly in the minds of young men. It would also open the way for the college to put into the ranks of the leaders in the material and social evolution of the present century men nurtured in its own high ideals.

The independent college holds a position of advantage in comparison with the college of letters and arts in a great university, in that it would be much easier for it to hold young men for a combined course of six years as above suggested, than for the college in the shadow of a great technical department. In the latter situation the student too early feels the attraction toward immediate productiveness from his training, and is drawn at once into the engineering department.

The course suggested would be mutually advantageous to the college and the graduates, and would appeal to many who would prefer to take at least a part of their professional training in academic surroundings.

It has long been the desire of the Department of Physics to increase the opportunities offered by Oberlin College in this direction, but the lack of suitable rooms and equipment has made it unwise to bring the matter into great prominence; but owing to the vacating of the basement of Peters Hall by the installation of the new heating system, a large amount of space is freed for this use which was formerly occupied by fuel. These rooms could be made available with but small expense. The question of power is solved by the day electric service to be given by the new heating and lighting company. There remains only the equipment to be provided. For a few thousand dollars a suitable shop installation could be made which would put Oberlin College abreast with the best thought along these lines and in the very front rank among independent colleges and render possible the entering into closer relation with some of the leading engineering schools so that the graduates of Oberlin College would be *assured* of a definite advanced standing upon completion of the course at Oberlin. This would be a practical solution of the problem which the situation offers, until the time comes when Oberlin College can establish its own department of Technology. The College would be in a position to announce to prospective students through the catalogue and other publications and circulars the opportunities offered, and urge the advantages to the student, and to do this with the consciousness that it was not only helping the individual student but in a real way help-

ing forward the work of the world by placing in these strategic positions men so completely prepared."

These reports, it will be seen, show that the situation is quite diverse in these different cases. By the addition of a certain amount of teaching, it seems entirely possible to make a good adjustment for law courses, and for courses in higher commercial training; and, by a comparatively small expenditure to provide for the earlier stages of the shop work of the technical school, the College could meet, in a completely satisfactory way, the adjustment to the technical schools. And this adjustment is probably quite as important to us as that of any other profession, and is certain to be of increasing importance for some years to come. It should be remembered that the adjustment to the technical courses is already made with fair satisfaction, but not with the same completeness as the recommendations of Dr. St. John would make possible.

The attitude taken by the medical schools is, in the judgment of the President, demonstrably unreasonable; but if the action of the Association of American Medical Colleges, that after July 1, 1905, no student, in any of the four years of his medical course, shall be permitted to be matriculated in any other department of a university, really goes into effect, it will not put the independent college at such special disadvantage.

It seems clear that in the other three cases, where it is practicable to make the adjustment, it would be a very distinct strengthening of the position of any independent college to be able to assure its students that they would be at no disadvantage to continue with the college throughout their entire college course. And I trust that it may be possible, at some early date, for Oberlin to make this full adjustment in these three cases.

#### THE TRUE FUNCTION OF THE COLLEGE.

This whole question of the relation of the college to professional and technical education naturally brings up the problem

of the true function of the college. The President has stated so fully his own educational creed, and his judgment of what the policy of the college should be, in the full discussion, of which the inaugural address was a part, that it is quite unnecessary that he should go largely into that discussion here. The very diverse views of the college, presented from the same platform by leading educators at the National Education Association, certainly do not indicate that it is wise for Oberlin to depart from its previous ideals and general policy, especially when it seems plain that those ideals and that policy are commending themselves increasingly to a most valuable constituency. The President may be allowed simply to quote from his previous discussion a word concerning the college ideal, and a few considerations concerning the problem of the possible shortening of the college course: "The supreme opportunity, in other words, that a college education should offer, is opportunity to use one's full powers in a wisely chosen, complex environment, in association with the best;—and all this in an atmosphere, catholic in its interests, objective in spirit and method, and democratic, unselfish, and finely reverent in its personal relations. Such an ideal definitely combines the best of both the older and the newer college. And the colleges that most completely fulfill this ideal have, I judge, a work which is beyond price, and without possible substitute."

"In this whole problem of the possible shortening of the college course for the sake of students looking to professional studies, several things need to be kept closely in mind, if confusion is to be avoided.

"In the first place, if the professional course is a full rigorous four-year course, this ought to mean, and usually does mean, that it has been laid out on somewhat broad and liberal lines, and not with reference to mere narrow technique. And the student who is to continue his study through such a course can more easily afford to abridge the time given to the two courses.

"This same broadening of the professional course, moreover,



makes possible an entirely legitimate adjustment to the coming professional study on the part of the college. In every broadly planned professional course of four years, there is quite certain to be at least a year of work of so liberal a character that it may justly be counted toward both the college and the professional degree. And the colleges which can offer such work of first quality for the different professions can meet squarely and strongly every legitimate demand for abridging the entire period of study, and can then, in all probability, in the great majority of cases, render a better service to the student himself, to the professional school, and to society, by retaining the student in the atmosphere of the college through his full four years.

"It is further to be noted that in any case this reason for shortenting college courses holds only for such professional students. For the majority of college students, including almost all the women, such shortening is not called for, and would be only a calamity. Even the smallest real colleges, therefore, that can do very little in the way of adjustment to professional courses, and that may have to lose many, perhaps most, of those looking to professional work, would still have their former most important service to render for the majority of their students.

"Moreover, it seems to me wholly probable that a good proportion of the very ablest and clearest-sighted of those going into the professions, will still choose not to deprive themselves of the very best the college can give them, and will therefore prefer not to specialize in college in precisely those subjects to which the larger part of all their later study in any case must be devoted. And, through specialization in other lines, such exceptional students will look forward confidently to a larger life and a higher professional success than could otherwise come to them. These wisest students will certainly not wish to sacrifice acquaintance with the natural great broad human subjects of the last year in college to professional specialization. And even those students who feel compelled to abridge their entire period of study, if they

are wise, will so scatter their preliminary professional study through their college course, as to insure that at least a part of their maturest time in college may be given to those great subjects, like philosophy, that require some real maturity of mind to be most profitably taken. I do not believe that the proper demands of both liberal and professional training can be met where it is attempted to cover both courses in six years. Even where the requisite subjects are all covered by brilliant students the value of the outcome may well be doubted. It is not to be forgotten that it is time, and some real sense of leisure, and opportunity to take in the full significance of one's studies and to knit them up with the rest of one's thinking and living—it is just these things that distinguish real education from cramming.”

It may be added, that a very careful investigation made by President Harris of the facts concerning Amherst College does not bear out the common statement that colleges graduates are getting to their life work much later than was formerly the case.

#### STUDENTS.

##### *Attendance.*

The Secretary's report has tabulated so carefully and exhaustively all the facts upon this point that it is not necessary to do more here than to call attention to the gratifying growth which still continues. The gain in the college department is still notable, and the figures for the year upon which we are just entered show an enrollment, for the first time in the history of the College, of more than six hundred men and women of full college rank.

There are many influences at work which make it almost unavoidable that a co-educational college of the first rank should be likely finally to have a larger attendance of women than of men. In the first place, a much larger number of young women than of young men are graduating from the secondary schools of the country. In the second place, the number of young women going to college is probably increasing much more rapidly than

the number of men. In the third place, there are more colleges of the first rank competing with one another for the men than colleges of the first rank competing for the women. And, in the fourth place, the large and flourishing technical schools of the country are drawing many young men who otherwise would be likely to turn to the college; there is no corresponding competition for the young women. These facts mean that a co-educational college that means to keep the number of its men permanently about equal to the number of women, must take unusual pains to secure the attendance of men. I most heartily second, therefore, the general suggestions of the Secretary upon this point. Both for the sake of the young men and of the young women, and in harmony with the real principles of co-education, it is desirable that the number of young men in the college department should not be greatly exceeded by the number of young women.

A second question raised by the Secretary, as to the number of students that can be wisely admitted to the college department, is one requiring serious consideration. There seems to be a limit in numbers, beyond which the largest educational service cannot be rendered. Quality is of far more concern, particularly in college education, than quantity. And the college that fails to maintain some real personal contact on the part of its officers and teachers with pupils, is failing in its most important work. The President's opinion is that we have not yet reached the limit of numbers that can be wisely accommodated; but that goal is pretty clearly in sight, if the present growth continues. In the meantime, just what the proper limit for attendance in a college of the highest type should be, may well be a matter for serious consideration on the part of us all.

The growing size of the student body is indicated, among other things, by the call for a students' directory. Such a directory was issued last year for the first time, and another is being prepared for the present year.

### *Health.*

The reports of the Deans and of the Directors of the Gymnasiums, show that the general health of the students in the year past has been exceptionally good; and there have been few cases of serious illness of any kind. In spite of the great prevalence of smallpox in the vicinity, no member of the student body was attacked by the disease, although several were specially exposed to the contagion by a case coming from out of town.

Only one death has occurred among the entire student body during the year, that of Miss Alice Lovelle Howard, of Louisville, Kentucky, in May, 1903. Miss Howard was a student in the Conservatory, and died in operation for appendicitis.

We may well be grateful for such a showing in the matter of health; and yet the real need of some modest provision in the way of a *college hospital* seems to me still to be very great. Conditions might arise at any time that would subject us to the most serious criticism, if we continue much longer without some such provision.

### *Athletics and Physical Training.*

The general situation in athletics has probably never been better than during the year just past. The advisory board, the graduate manager, the coaches, and the students themselves have all coöperated to make possible the maintenance of a high ideal. In the spirit in which they have entered upon their athletics, in their attention to the other sides of their work, and in their representation of the College in games away, the conduct of the men in the various athletic teams has been for the most part all that could be reasonably asked.

The movement for a women's athletic field, it is hoped, will make possible a greater variety of healthful outdoor exercise for the young women.

Basket ball has been recognized among us this year, for the first time, as an inter-collegiate sport. Tennis and golf associations, also, have been organized, and an inter-collegiate

tennis match was played at Wooster. It seems thoroughly desirable to encourage as large a variety as possible in these athletic sports, that the gain of athletic training may not be confined to a comparatively small fraction of the student body.

Steps have been taken toward the organization of the Academy athletics on a basis practically independent of the College; and it seems not unlikely that complete separation at this point may soon wisely follow. There can be no doubt that a real gain has been made in the athletics of the Academy this fall, in consequence of the appointment of Mr. Dudley B. Reed, who takes up, with his teaching, some special responsibility for the athletic side of the academy life. The Principal of the Academy feels great satisfaction in the present athletic situation in this respect.

It is obvious, however, that probably even with the widest feasible extension in variety of games introduced, the larger part of the student body cannot be so reached. The physical development of the students and the full contribution to be made by physical education, it is certain, can never be attained through athletics alone; and the College is therefore to be most heartily congratulated upon the large success attained by the credit courses in the gymnasium. It is exceedingly gratifying, for example, to find that eighty-seven per cent. of the men in the college department are making use of the men's gymnasium. The report of the Director of the Men's Gymnasium is an impressive exhibit of the great contribution made to the college life through the splendid gift by Dr. Warner of the gymnasium building, and through the efficient management of the Director.

The great disadvantage, on the other hand, under which the Director of the Women's Gymnasium labors, must be evident from any careful reading of her report. It is depressing to note that it has been necessary to debar a considerable number of college and conservatory young women, who desired the advantages of regular gymnasium training, because the work desired simply could not be given with the present limitations in building and

force. It is naturally rather discouraging to Dr. Hanna to find that after eighteen years of efficient service, the equipment for her work is still but little greater than when she first came to the College.

### *Discipline.*

The reports of the Deans and Directors indicate that there have been comparatively few cases requiring serious discipline, and with these it has been possible to deal quietly. While there are some occasions of anxiety, always, on this side of our work, the general spirit of the student body seems to have been thoroughly wholesome. We may count upon still greater gains as traditions become more established in line with the changed regulations of the College. There can be no doubt, I think, that the spirit of co-operation between the Faculty and the student body is much more marked and cordial than was the case before the regulations were changed. Real progress has been made in developing student sentiment upon some important matters of conduct.

Attention should be called to the continued success of student government in the halls, as noticed by Dr. Luce in her report, and of the extension of this plan to two other large boarding houses in the town. The hearty co-operation of the conservatory students, besides, in organizing men's and women's student boards to serve the varied interests of the Conservatory, also deserves special mention in this connection.

### *New Admission Requirements and Freshman Electives.*

The Secretary's report takes up so exhaustively the working of the new admission requirements and freshman electives, that attention needs only to be called here to the fact that there seems no reason to regret the change made in either case. Both policies are apparently working with entire satisfaction.

### *Scholarship.*

Taken all in all, the general scholarship of the student body was probably never better than today. There is small disposition

on the part of any of the students to seek simply easy courses. And yet it must be recognized that there are all too few who throw themselves deeply into the study of their subjects, to attain anything like a specialized mastery. The tendency is still quite too strong on the part of our brighter students, to seek to pile up hours in taking more courses, rather than to attempt a real mastery of fewer subjects. The opening of the Library in the evening will no doubt help many to more thorough work. The work of the committee on failure in scholarship, to which extended reference was made last year, has been continued with good results.

### *Graduate Scholarships.*

The list of students using graduate scholarships for the year upon which we have just entered, is as follows:

|                           |                          |
|---------------------------|--------------------------|
| Miss Mary Hallock,        | Mathematics and Physics. |
| Mr. Carl E. Zeller,       | Chemistry.               |
| Mr. William H. Partridge, | Latin and Greek.         |
| Mr. John E. Wirkler,      | Economics and History.   |
| Miss Mabel A. Jones,      | Philosophy.              |
| Mrs. Florence F. Bates,   | English.                 |

It is as plain as last year that these graduate scholarships are a distinct advantage, in several ways, to the college life. The holders of these graduate scholarships, it should be noted, do not include all the graduate students. It deserves notice that in the department of Physics alone there are this year enrolled six graduate students.

In connection with these graduate scholarships, the following statement from Professor Grover's report to the President may be added:

"During the past five years I have had three assistants, under the arrangement that the Assistant in Botany is really a teaching fellow, devoting one-half his time to teaching and the other half to graduate study. All of these have been graduates of the College, and all are now occupying college positions in Botany or Biology. They are Miss M. E. Kennedy, O. C. 1899, who has charge of the department of Biology in Maryville College, Maryville, Tenn.; Miss I. S. Smith,

O. C. 1901, in charge of the department of Biology in Illinois College, Jacksonville, Illinois, during the absence of the permanent head; and Miss I. F. Stebbins, O. C. 1902, my assistant of last year, who is now Professor of Botany in Huguenot College, Wellington, Cape Colony, S. Africa. Mr. H. C. Tracy, O. C. 1902, who held the graduate scholarship in Natural History last year, and did one-half his work in Botany, is this year in charge of the new department of Biology in Oberlin Academy."

### *Social Life.*

The report of the Dean of Women indicates that in her judgment some real gains have been made upon this side of the college life during the year just past; and the end aimed at in the changes suggested and entered upon last year is quite in line with the formal vote of the Conference of Deans, representing seventeen institutions and ten States, just held at Chicago, and which Dr. Luce attended. No college, certainly, has the right to ignore this side of the training of its students.

The women have had a number of very pleasant and somewhat formal occasions by themselves. The organization of the Women's Glee Club, not at all for representation of the College abroad, but simply for the greater enjoyment of the college life here, may also be mentioned, as well as the bringing in of the custom of the songs by the senior women, and the giving over of the library steps by the women of the senior class to the women of the junior class. The Young Women's Christian Association has also taken pains to fit up more attractively the study-room in Peters Hall. All these things go to the making up, no doubt, of a somewhat richer, more attractive student life; and all are entirely wholesome.

### *Religious Life.*

This side of the life of the college was reviewed so fully in the report of last year, that it is necessary simply to note the continuance of the same general spirit, and the use of essentially the same means. The year just past, as well as the year upon which we have now entered, has been notable for the activity and



interest and initiative of the students themselves in these lines. I think the Christian Associations have never done so much at the beginning of a college year as at the beginning of this year, both in the assistance of new students, and in the organization of classes for Bible and Mission study. The work of both Christian Associations seems to be in a thoroughly flourishing condition. Mr. J. E. Sprunger, of the senior class of the Theological Seminary, takes up the work of the secretaryship of the Young Men's Christian Association, laid down, after very efficient service, by Mr. W. M. Owen, of the college class of 1901. Nearly six hundred students are regularly enrolled for Bible study, and well toward one hundred in the mission study classes.

The work of the Dean of the Seminary, as chairman of the committee on religious work, has been most helpful, in his co-operation with the students, and in affording them, at their request, some direct training for Christian work.

#### OFFICERS.

The *Treasurer's* report brings out the welcome fact that the year 1902-03 yielded a surplus of over \$7,000, that can be applied to the accumulated deficit. The following statement will put before the Trustees the exact facts concerning the deficits:

#### *Deficits of Recent Years.*

|   |             |
|---|-------------|
| Deficit of 1900-01.....                         | \$10,030 09 |
| Credit by amount from General Fund.....         | 142 90      |
| Net deficit from year 1900-01.....              | \$ 9,887 19 |
| Net deficit from year 1901-02.....              | 8,414 68    |
| Total accumulated deficit, August 31, 1902..... | \$18,301 87 |
| Surplus from year 1902-03.....                  | 7,301 53    |
| Net deficit, August 31, 1903.....               | \$11,000 34 |

Reference has already been made to the main financial gifts of the year, as well as to those points in the *Secretary's* report which seem to call for special mention here. That report itself is an impressive exhibit of the amount of work which is done in the Secretary's office.

The report of the *Librarian* makes plain once more the greatly overcrowded condition of the library building, and the imperative need of a new fire-proof library building, as well as the great desirability of the appointment of an additional competent reference librarian. There can be no doubt that such an appointment would very considerably increase the value of the library to the student body.

The reports of the other officers have already been referred to, and seem to require no further special mention at this point.

#### THE FACULTY.

The work of the Faculty has in no case during the year been interrupted by serious illness.

It is hoped that a pleasant and valuable feature has been introduced into the life of the Faculty by the institution of an annual *Faculty Dinner*, given by the President. This makes possible the gathering about the table at least once a year of the entire body of the Faculty and officers of the College, with their wives, and enables even the youngest members of the college force to get a larger sense of the full meaning of the life of which they are a part. The dinner for the year just past was held at the Park Hotel on January 12, and in the after-dinner speeches two representatives from each department spoke upon the work and needs of that department. With the growth of the Faculty, it becomes increasingly important that special effort should be made to bring together the entire force of the College from time to time, if the desired sense of unity is to be kept. Only so can the College do its full and best work.

#### *Reports.*

In accordance with the expressed wish of the Faculty themselves, only the reports of the officers are printed the present year with the President's report. This does not mean that each teacher does not still make a full report of his work for the year to the President. But the Faculty felt that, on the one hand, the work from year to year varied so little as to necessitate much

unprofitable repetition, and, on the other hand, that they could speak with much more freedom of any special needs to the President, if they knew that their reports were not to be printed for public circulation. The President need hardly say that it will be his aim to make certain that no valuable suggestions of the Faculty are lost, and that the needs of each department are fully given to the Trustees, either in connection with his own printed report, or in direct presentation at the meeting of the Board. The action so taken is in line with the custom followed by most other colleges, and seems likely to insure, on the whole, the best results.

### *Organization.*

The complete organization of the Faculty is shown in the following list of committees elected for the year 1903-04:

#### **GENERAL COUNCIL.**

**Chairman, KING.**

**Vice-Chairman, ROOT.**

**Clerk, MARTIN.**

**Appointment of Instructors and Adjustment of Work:** King, Bosworth, Martin, Morrison, St. John.

**Budget:** Swing, Jewett, King, Peck, St. John.

#### **GENERAL FACULTY.**

**Chairman, KING.**

**Vice-Chairman, A. A. WRIGHT.**

**Clerk, MARTIN.**

**Registrar, WAGER.**

**Art Exhibition:** Martin, Cole, Mrs. Johnston, St. John.

**Athletics:** Leonard, Miller, St. John.

**Care of Buildings:** See Committee of Prudential Committee.

**Catalogue:** G. M. Jones, Bosworth, Peck, Root, Miss Wattles.

**Chapel Seating:** Miller, Cairns, Miss Currier, Peck, Miss Wolcott, Mrs. Woodford.

**Commencement and other Public Occasions:**

1. **General Arrangements:** King, Bosworth, Carter, Mrs. Johnston, G. M. Jones, Morrison, Peck, Root.

2. **Entertainment of Guests:** Morrison, Miss Barrows, Swing.
3. **Processions and Seating:** Wager, Cole, Heacox, Lord, St. John.
4. **Alumni Dinner:** Martin, Breckenridge, Cairns, Carter.
5. **Decoration:** Grover, Kimball, Miss Oakes, Taylor, Miss Thompson.

**Conference on Professional or Technical Study:** Hall, Bogart, Leonard, St. John.

**Discipline:** Miller, Caskey, Jewett, King, Morrison, Peck, St. John.

**General Art Interests:** Mrs. Johnston, Miss Barrows, Dickinson, Kimball, Miss Oakes.

**Graduate Study and Degrees in Course:** Hall, Bewer, Bogart, A. A. Wright.

**Gymnasium:** Men, Leonard, Miller, St. John. Women, Miss Hanna, Miss Brownback, Miss Hosford, Miss Wattles.

**Honorary Degrees:** King, Hall, Swing, Wager, G. F. Wright.

**Intercollegiate Debate:** Caskey, Bogart, Hall, Root, Wager.

**Lectures and Entertainments:** Martin, Bosworth, King, MacLennan, Morrison.

**Library:** St. John, Bosworth, Dickinson, Grover, Miss Luce, Martin, Root, Shaw, Wightman.

**Musical Organizations:** G. M. Jones, Morrison, Peck.

**Nominations:** King, Bosworth, Jewett, St. John.

**Outside Representation and Newspaper Correspondence:** G. M. Jones, Currier, St. John, Wager.

**Petitions and Requests from Students:** Jewett, Caskey, Morrison.

**Printing and Clerk Hire:** G. M. Jones, MacLennan, Peck, Wager.

**Religious Work:** Bosworth, Andrews, Cole, Cowdery, Miss Hosford, L. Jones, Shaw, Sweet, A. A. Wright, G. F. Wright.

**Requests for Work with Private Teachers:** Peck, Miller, Miss Luce, Mrs. Woodford.

**Secondary Schools:** Miller, G. M. Jones, MacLennan, Peck, St. John.

**Social Occasions:** Grover, Miss Barrows, Bogart, Cairns, Cowdery, F. G. Doolittle, Miss Fitch, Miss Luce, Shaw.

**Student Publications and Exercises:** Jewett, Caskey, Wager.

**Summer School:** Hall, Cairns, Martin, Miller.

## **COLLEGE COUNCIL.**

**Chairman, KING.**

**Vice-Chairman, HALL.**

**Clerk, MARTIN.**

**Appointments:** King, Hall, Jewett, Martin, A. A. Wright.

**Budget:** Jewett, Hall, St. John.

## **COLLEGE FACULTY.**

**Chairman, KING.**

**Vice-Chairman, HALL.**

**Dean of College Men, MILLER.**

**Clerk, MARTIN.**

**Assigning Officer, CASKEY.**

**Admission:** G. M. Jones, Cairns, Cole, Grover, Gubelman, Hall, Martin, St. John, Wager, Wightman, Miss Wolcott, A. A. Wright.

**Course of Study:** Martin, Hall, Wager.

**Failure in Scholarship:** Miller, Cairns, Cowdery, Martin, Miss Wolcott.

**Free Tuition and Beneficiary Aid:** Men, G. M. Jones, Jewett, Martin, Miller, Wightman. Women, Miss Hosford, Miss Barrows, Miss Currier, Miss Hanna, Mrs. Lord, Miss Luce.

**Nominations:** King, Hall, Jewett, Wager.

**Postponement of Required Work:** Hall, Cairns, Caskey.

**Private Study and Additional Work:** Wager, Cole, Lord, Miss Luce, Martin, Miller, Miss Wolcott.

**Schedules:** MacLennan, L. Jones.

**Student Conferences:** King, Miller, Wager.

**Class Prayer-Meeting Leaders:** Seniors, King. Juniors, Jewett. Sophomores, Root. Freshmen, Bosworth.

## **THEOLOGICAL FACULTY.**

**Chairman and Dean, BOSWORTH.**

**Secretary and Registrar, MISKOVSKY.**

**Advertising, Newspaper Correspondence and Printing:** Bosworth, Bewer, Miskovsky.

**Beneficiary Aid:** Swing, Currier, King.

**Catalogue:** Bosworth, Miskovsky.

**Commencement:** Bosworth, Caskey, Currier, Miskovsky.

**Council Hall:** Swing, Bosworth, Miskovsky.

**Curriculum:** Bosworth, Bewer, Swing.

**Finance and Budget:** Swing, Bosworth, King.

**Outside Representation and Lectures:** Bosworth, Bewer, G. F. Wright.

**Pulpit Supplies:** Currier, Bewer, Bosworth.

**Railroad Correspondence:** Currier.

**Slavic Department:** Miskovsky, Bosworth, Currier, Swing.

### **ACADEMY FACULTY.**

**Chairman, PECK.**

**Secretary, MISS HOSFORD.**

**Appointments and Budget:** Peck, Miss Brownback, Cowdery, Miss Hosford, Shaw, Miss Smithe, Miss Thompson.

### **CONSERVATORY COUNCIL.**

**Chairman, MORRISON.**

**Secretary, F. G. DOOLITTLE.**

**Appointments:** Morrison, Andrews, Carter, Sweet.

**Budget:** Morrison, F. G. Doolittle, Heacox.

### **CONSERVATORY FACULTY.**

**Chairman, MORRISON.**

**Secretary, LEHMANN.**

**Artists' Recitals:** Morrison, Adams, Breckenridge.

**Graduation:** Morrison, Dickinson, Heacox, Mrs. Woodford, and other teachers of candidate in question.

The most important change in the officers of the Faculty is due, of course, to the election of Mr. Miller as Dean of College Men. It will be noticed that the offices of Registrar and Assigning Officer have been separated, and that Professor Wager has been made Registrar, and Professor Caskey, Assigning Officer.

The assignment of committee work in connection with commencement and other public occasions has been, in the light of the experience of the past year, much more carefully and thoroughly done than has hitherto been the case. New committees on general art interests and on secondary schools have been added. The former committee on substitutions has become the committee on private study and additional work; and the work of that committee so organized that the work will be done more effectively, and much valuable time saved for the Faculty.

A list of the joint committees of the Trustees and Faculty already elected on endowment and on new buildings is also printed for convenience of reference:

**New Half-Million Fund:** King, H. Clark Ford, I. W. Metcalf, L. H. Severance, G. W. Shurtleff, Bosworth, Root.

**Chapel:** King, H. H. Johnson, C. S. Mills, Doolittle, Morrison, J. R. Severance, Swing.

**Administration Building:** King, L. H. Severance, Doolittle, G. M. Jones, Peck, J. R. Severance, Miss Wolcott.

**Library:** King, Bosworth, I. W. Metcalf, Root, St. John.

**Biological Science Building:** King, D. P. Allen, Grover, L. Jones, Leonard, A. A. Wright.

**Art Building:** King, D. P. Allen, Mrs. Johnston, Martin, St. John.

### *Increase in Instruction Units.*

The Secretary's report brings out the naturally large increase in instruction units, due to the considerably larger number of students. One of the most encouraging things evident from the Secretary's table is that some of the most difficult subjects are making largest gains. In some cases it seems clear that the desire of the professor in charge to make the very most of his department, necessitates his carrying, plainly, more hours than he ought to carry. In making any comparisons between departments, it should, of course, always be remembered, as noted in the report of last year, that certain subjects are, in the nature of the case, of such a kind as not to attract large numbers of stu-

dents. A class of moderate size in such a subject may indicate as real a success on the part of the teacher as a very much larger number in some other subject.

The increase in the number of students the present year, as compared with last year, has made necessary the forming of some *additional classes* both in German and Mathematics, and what must be considered an over-crowding of the divisions in Freshman Latin. The work in Physics, too, has been so largely elected as to necessitate some additional assistance in the physical laboratory. The situation in German will probably be fully met next year in the return of Professor Abbott, without further assistance than that already provided by the one additional instructor. But it seems probable that a little more assistance will be permanently needed in Mathematics, Latin, and Physics. The number in the required course in Psychology has also become so large as to make it seem almost imperative either that that subject should be made elective, or that provision should be made for teaching the course in much smaller sections. And the increased number in the zoölogical laboratory has made necessary the purchase of ten more microscopes for the students' use. There is a good enrollment in the class in Elementary Greek, under Mr. Lord. It will be remembered that this course is given for the first time in College the present year.

The teaching work of the College in the year past has certainly been done with efficiency and well recognized success. The President only wishes that it were possible to help the Faculty to the possibility of more individual investigation, through the lightening of the teaching hours, and through a much larger provision of the needed tools for work, in the enlargement of the appropriation for their various departments in the library.

#### GENERAL NEEDS.

There can be no doubt of the immediate need of the full amount of \$500,000 suggested by the Boston donor in his con-



ditional offer; and a very much larger amount could be used at once with decided advantage, as the following list of needs of Oberlin College, prepared some months ago, may indicate. This list of needs is, of course, intended to take a long look ahead; and yet it is believed that it contains no item that could not be used by the College with profit and great advantage at once.

The list looks, it will also be seen, not to the making of a university but of a college of the highest type, developing along the lines of Oberlin's present work.

It has been thought well to indicate as precisely as possible just those contributions which would bring to the highest efficiency existing lines of work. But with this strengthening of the present work, it seems to the President clear that the ample equipment and thorough endowment of a technical school would be a most wise and valuable enlargement of the work of Oberlin. It would be distinctly attractive to men, and would open another large field of influence to the College. Its ideals are needed here, as well as in the more general college education. Not less than a half million dollars would probably be needed for the successful establishment of such a school.

It seems impossible to arrange the needs in the exact order of their pressing importance; for among several of the needs it is hard to choose. But some approach to such an order is attempted in this list; though it is manifest that the clock and bell could be provided much more economically in connection with one of the buildings than in a separate tower, if not so beautifully and satisfactorily. The æsthetic contribution of a separate clock and bell tower to the life of the College would be very considerable.

It will be noticed that endowment is mentioned in connection with each building; for the provision of such endowment seems absolutely necessary if the College is to avoid deficits. It is sincerely to be hoped that donors of future buildings may be able to provide at the same time for the endowment of the building

given. The burning of the College Chapel pushes the Chapel need, of course, to the front.

|    |  |              |
|----|--|--------------|
| 1  | Endowment for the Chapel itself.....   | \$ 25,000 00 |
| 2  | Organ for the Chapel.....  | 15,000 00    |
| 3  | Clock and Bell Tower.....  | 20,000 00    |
| 4  | Library Endowment.....   | 100,000 00   |
| 5  | Endowment to increase salaries.....  | 200,000 00   |
| 6  | Added Endowment for the Seminary, to meet<br>falling rates of interest, and for merit scholar-<br>ships .....                  | 75,000 00    |
| 7  | Building for the Departments of Botany,<br>Zoölogy, Geology and Physiology, with en-<br>dowment .....                          | 150,000 00   |
| 8  | Fire-proof Administration Building and en-<br>dowment .....  | 40,000 00    |
| 9  | Endowment for two graduate fellowships.....  | 30,000 00    |
| 10 | Additional endowment for merit scholarships<br>in the College Department.....  | 30,000 00    |
| 11 | Additional Halls of Residence.....   | 100,000 00   |
| 12 | A Y. M. C. A. building, to be a social center,<br>and the center of all the men's activities, with<br>endowment .....          | 75,000 00    |
| 13 | Endowment to provide for a broad and thor-<br>ough adjustment to professional, technical<br>and higher commercial courses..... | 150,000 00   |
| 14 | Endowment to increase the work in Pedagogy..   | 50,000 00    |
| 15 | College Hospital and endowment.....  | 30,000 00    |
| 16 | Central Heating and Lighting Plant.....  | 100,000 00   |
| 17 | Women's Gymnasium and endowment.....   | 90,000 00    |
| 18 | Women's Recreation Grounds.....  | 5,000 00     |
| 19 | Endowment for a General Lectureship.....   | 30,000 00    |
| 20 | Endowment for the Department of Physical<br>Education .....  | 50,000 00    |
| 21 | Academy Building and endowment.....  | 100,000 00   |
| 22 | Fire-proof Library Building and endowment...   | 200,000 00   |
| 23 | Landscape Architect and attendant expenses...  | 10,000 00    |
| 24 | Money for additional land needed.....  | 40,000 00    |
| 25 | Added Library endowment.....   | 100,000 00   |
| 26 | Added Seminary endowment.....  | 50,000 00    |
| 27 | Endowment for increasing teaching force in<br>College .....  | 150,000 00   |
| 28 | Endowment for Academy.....   | 100,000 00   |

|    |  |            |
|----|--|------------|
| 29 | Endowment for Conservatory.....            | 100,000 00 |
| 30 | Physical Laboratory and endowment.....     | 65,000 00  |
| 31 | Art Building, equipment and endowment..... | 40,000 00  |
| 32 | Endowment for the Art Department.....      | 50,000 00  |
| 33 | Additional General Endowment.....          | 200,000 00 |
| 34 | Pension fund.....                          | 100,000 00 |

Out of this list of needs it is difficult to choose exactly those which are most of all pressing. And yet I suppose there would be practically unanimous agreement on the part of the Faculty that it would be little short of a calamity if the College should be without a *chapel building* longer than the present year. The generous offer and arrangement by the First Church alone makes possible an even tolerable situation. But the Church is already much over-crowded, and in the nature of the case cannot furnish such a center for the college life as the Chapel would do.

The *library endowment* has been so emphasized by all the teachers in their reports in recent years, that there can be no question of its vital bearing on every department of the College. The Faculty have indicated their own sense of the critical need of the enlargement of the library, by turning all their subscriptions to the previous Half-Million Fund into the library endowment. A fire-proof *library building*, with an endowment of at least \$100,000, would probably do more than any one thing to strengthen the entire inner life of the College. In the meantime, it would seem that the appropriation to the Library for the year 1903-04, already voted, might well be increased to \$2,000.

The great need of additional *endowment to increase the salaries* of regular professors will hardly be questioned, I think, by any. In the language of one of your own number, "The expense of living has increased at least twenty per cent during the last ten years, so that for all practical purposes the salaries of the professors have been cut that amount. It seems to me that the need of an increase is very urgent, and that it should be brought about as soon as it is possible to do it and not close the year in debt."

As to the need of added endowment for the *Seminary*, reference may be made to the report of the Dean of the *Seminary*, and to the following careful statement of the chairman of the finance and budget committee of the *Seminary*, Professor Swing. In presenting this full statement of the *Seminary*, it should be remembered that while there have been very considerable gains in the endowment and equipment of almost every other department of the College, the *Seminary* has had to face a diminishing income. Professor Swing's statement follows:

"The financial situation is, however, more acute than it has been for a number of years immediately past. Attention has already been called to the fact that when the *Seminary* was set off seven years ago to live on a designated endowment, the rate of interest then secured was 6 per cent. It is now only  $4\frac{1}{2}$  per cent. The diminution of income has caused an increasing embarrassment in the administering of the affairs of the *Seminary*. And, notwithstanding the fact that something like \$10,000 have been added to the endowment, and that every possible economy has been resorted to, the *Seminary*, from having a small surplus, is facing the fact of deficits which are growing alarmingly larger. And this in face of the fact that the *Seminary* expenses are less by nearly \$2,000 than they were fifteen years ago."

"When the Trustees created the office of Dean, it was no doubt wisely done; but the fact needs to be recognized that it was without any additional endowment to cover the increased expense. The action has therefore authorized the annual increase of the deficit by \$500.

"The *Seminary* is facing a deficit which, by next year, will be in the neighborhood of \$1,000 a year. This will prove a serious embarrassment just now, when it seems possible to push the *Seminary* to a larger efficiency than it has enjoyed in its recent history.

"Council Hall, also, will need to be changed from hot water to steam heat, and this change, for many reasons, should be made as soon as possible. The roof is badly decayed, having been continued for seven years past its time by temporary patching, which is continually giving way, to the damage of the rooms beneath. The building needs a thorough overhauling and renovation, which should be made in connection with the above changes. The time has come when a competent curator and janitor assistant should

be secured, to give their entire time to the suitable care of this building, which is not only the sole home of the Theological Seminary for recitation and social purposes, but for the housing of sixty young men, who use this building as a dormitory. I know of no such building anywhere in the whole educational world, that is left as is this one to such care as can be given to it by faculty supervision, for the lack of funds.

"In the judgment of the financial committee there is, therefore, need of an immediate increase of the Seminary endowment by \$50,000, simply to carry on the Seminary on its present basis, without one step taken in the way of advancement—which should itself call for the earliest possible attention by the Trustees. The Seminary can take a forward position now, if ever, and should be given the fair means with which to do it."

With reference to the *Building for Biological Science*, I can only repeat the statement of the last report, that the greatest large need, undoubtedly, of the college department in the way of material equipment, is for the long expected building for Biological Science. In this judgment I think there would be general agreement on the part of all the members of the college Faculty.

The President heartily seconds, also, all that the college Secretary says concerning the pressing need of a new fire-proof *Administration Building*. One shudders to think of the inevitable and irreparable loss which must follow a fire in the present offices. It is simply impossible, under the present circumstances, adequately to protect much invaluable material, or to make the offices count, as they ought, to their full power for the College.

The need of *endowment for two graduate fellowships* is a need easy to overlook, but, as the President has insisted for many years, one of the really most vital needs of the College, if it is to be able to have a reasonable number of candidates from its own alumni available for work on its teaching force.

Another need that is forced upon our attention by the large increase in the number of students in the last two years is fully indicated in the reports of the college Secretary and of the Dean of College Women. It seems impossible for us to control prices

and accommodations in the town to the extent that we ought, unless we can provide for a larger proportion of the students of the College in buildings of our own. New *halls of residence*, thus, seem imperatively demanded.

A beginning has been made in the direction of the work of a *Landscape Architect*, by the report of the Olmsted Brothers, which has already been manifolded and sent out to the members of the Board of Trustees. It seems desirable that at least the general outline of such a plan should be passed upon, the location of the Administration Building decided upon, and the slight further expense undertaken, that would insure the best laying out of walks for the college campus, and the indication of such trees as ought plainly to be removed, and the putting of the others into the best possible condition.

A good argument, I believe, lies behind every other need suggested. But space may be taken to speak at length of only one further need,—that of a *Y. M. C. A. Building*, to be a center of all the men's activities. I believe that Oberlin offers for such a building a really unique opportunity—an opportunity, that is, that it would be very difficult to match, in my judgment, in almost any other college. The fact that we have no fraternity houses, and no regular college dormitories for men, leaves the men really without any ordinary social centers; and gives, therefore, a very great and most valuable opportunity to a *Y. M. C. A. building*, if the plan is made sufficiently large. Instead of being a mere small aside, as is the case in most colleges where a *Y. M. C. A. building* is erected, the building here could easily become the real center of all the men's activities, and beyond all doubt, the most effective element in their social life. The usual smaller building, therefore, that is erected in many colleges for \$25,000 or \$30,000, in my judgment would simply not meet our need at all; and, moreover, would block the way to the securing of such a building as the situation really does demand.

We want a building more along the lines of Houston Hall,

at the University of Pennsylvania; a building that should contain something more than rooms for strictly Association matters, but should still be thoroughly under the control of the Y. M. C. A. We have already over five hundred men to provide for; and the building that is to be sufficient really to serve as an effective center for that number of men must of course be of some size, and provide for a variety of wants.

My thought is that the building ought to contain not only the ordinary rooms needed for the Y. M. C. A. work—such as the meeting room for four or five hundred; a secretary's office; a large parlor and reception room, with two or three smaller parlors; small class-rooms for the Bible classes; reading-room; reference library room for Bible and Association work; and a game room;—but also a convenient men's study-room, with the most important standard reference books; rooms for the men's five literary societies; a room for the Athletic Association, which should also be their trophy room, with perhaps a small committee room adjoining; a music-room that should serve as the headquarters for the College Glee Club, and have a piano in it; and a committee-room for the editors of the college paper, the *Review*. I have also wished very much that we might be able to provide in such a building something of the opportunities of a good club, in a well-run dining-room, with kitchen, pantry, etc., though this may be too much to expect. I have wished, also, that in the third story there might be enough rooms provided to accommodate perhaps twenty men, who should be the most important student-elected officers in the College, including the president, secretary, treasurer, vice-president, and chairmen of the chief committees of the Y. M. C. A.; the editor and financial manager of the *Review*; the president, treasurer, and corresponding secretary of the Union Library Association; the president of the Glee Club; the captains of the three athletic teams; and the presidents of the four college classes. This would give just enough men to insure that the building would be a real social center, and have

something of the atmosphere of a home, and would be sure to make the association building and the religious work carried on in it more effective than it could possibly be otherwise. Indeed, I think one could hardly keep the men out of such a building.

I am certain that if a plan something like this could be carried out, few buildings connected with the College could make anything like so large a contribution to the life of the Institution. We have not been doing, I think, what we ought for the men, in the direction in which this building would serve. And this building would be a great new source of strength to the entire College, especially in affecting the inner life of the men.

### *Departments.*

For the work and needs of the several departments, so far as they have not already been touched upon, the President may simply refer to the reports of the heads of those departments; and to these reports he asks the careful attention of the Trustees.

It will be seen that the *Academy* has made very distinct gains in the line of the recommendations made by the special committee of the Trustees and by the advisory committee on the Academy, and that the Principal urges, as perhaps the most pressing present need, the appointment of a *special representative* of the Academy, to visit in person parents, teachers, and students, to insure the growth in that department which might reasonably be expected.

The work of the *College Department* is not presented separately by any special officer, and there may therefore be brought together here appropriately the particular needs mentioned by different members of the college Faculty, in their individual reports.

In addition to the needs indicated in the list already presented by the President, and in addition to the suggestions made by the Directors of the Gymnasiums, by the Dean of College Women, and by the members of the committee on the relation to



technical or professional schools, the following smaller needs may be mentioned: More *equipment* for the work of *surveying* is asked for, in order that the increasing number of students in that work may be reasonably provided for. As Mr. Cairns says in his report, "It is worth noting, in consideration of the adaptation of our work for those anticipating technical work, that one of our graduates of the past year passed, with high credits, the United States civil service examination for aid on the United States Coast and Geodetic Survey, and was almost at once appointed to a position in that work." The offering of the courses in *Spanish* and *Italian* for a year, instead of for one semester, seems desirable, as well as the further division of the classes in *Latin*. This last change would probably require the full time, instead of part time, of an additional instructor for the Latin. Professor Jewett calls attention to the need of the department of *Chemistry* for the entire space in the laboratory, making it necessary that the other departments partially accommodated there should go elsewhere; and to the need of some additions to the mineralogical collection for the classes in *Mineralogy*.

The definite recommendations of the Council for the present and the ensuing year will be presented to the Trustees in connection with the report of the budget committee.

HENRY CHURCHILL KING.

# Reports of Officers.

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## Report of the Secretary.

To the President:

Sir: I have the honor to submit herewith my fifth annual report as Secretary of Oberlin College, covering the year 1902-03.

That portion of my work which includes correspondence with prospective students and the arrangement of their admission credits grows in volume each year. There are many incidental pieces of work which come to this office, which take considerable time, but it has been my deliberate judgment that the correspondence with new students should have precedence over the other calls. The office correspondence is heaviest in the month from August 15 to September 15 each year. During that period last summer I found it necessary to employ a number of additional clerks. The office force numbered seven during most of that time. By thus increasing the force we were able to give satisfactory attention to the letters, and for the first time since I began the work of Secretary I have felt that the letters and inquiries which came to my office were attended to with sufficient promptness.

Since the middle of February this office has been located in the Powers House at 122 West College street, a suite of rooms on the second floor being assigned for our use. On the night of the Chapel fire, practically everything was carried out from the offices in the Chapel, with the exception of a small card list containing the names of about five hundred students whom I considered most probable candidates for admission to the College for the succeeding fall. The loss of this card catalogue handicapped our work somewhat, but we were able to replace it in part by rereading the letters on file in the correspondence cases. Much inconvenience was caused by the destruction in the Registrar's office of the entrance certificates which showed the details of admission credits for those who had entered as students in Oberlin during the last two or three years. Many of the papers have since been replaced, but in a few instances it has been prac-

tically impossible to secure new records. The house at 122 West College street seemed better located and better adapted for temporary office purposes than any other building considered by the Prudential Committee. But the danger from fire, so far at least as my office is concerned, is so great that a new fire-proof administration building ought to be undertaken immediately. With my office situated where it is there would be no chance to save the contents if a fire should get well started. The material in the office is such that it cannot be moved down to the Treasurer's vault each evening. High school students have written to me from time to time, stating that they would not be able to come to Oberlin in the fall of 1903, but that they hoped to come in the fall of 1904 or in the fall of 1905, and these letters are carefully preserved and card memoranda are made to enable us to send catalogues and letters at the proper time. I have found that when students indicate a desire to attend a college at some future time they do not like to have the college forget them. A fire in the present office building would destroy not only some records of former students which can only be replaced with great difficulty, if at all, but would seriously interfere with plans for securing new students for the coming years.

It should be added that the temporary office is inadequately heated in winter. Even in the comparatively mild weather of late October and early November, we are finding it impossible to get a temperature of more than 55 or 60 degrees, and it has not seemed wise to install a larger furnace. During a considerable portion of the year, but especially in the summer, the office is overcrowded, and it is almost impossible to properly conduct the office business. The need is urgent for this office for adequate quarters in a fire-proof building with full equipment for preserving the records and conducting the correspondence which comes to the office.

The card catalogue of former students, which was begun three years ago, has been brought down to the year 1867, but work on this has been stopped owing to the insecurity of the office. With such a fire risk as we are facing, it has not seemed to me worth while to increase the quantity of the record matter here stored.

The "Bulletin of Oberlin College," issued bi-monthly, included last year the Annual Reports (two editions), the preliminary edition of the Catalogue, the final edition of the Catalogue, the Necrology Record for the year, and a pamphlet containing the revised statement of requirements for admission to the College Department.

The Catalogue was issued in two editions. The first edition

appeared in February, and was used largely for distribution to high schools, high school teachers, and prospective students. The second edition of the Catalogue, which we had hoped to issue in May, was delayed because of inadequate printing facilities, and did not appear until August 10th. The final edition was of great service, however, during the remaining weeks of the summer campaign, and there are enough copies on hand at the present time to supply the requests for catalogue information which may be received during the remainder of this calendar year. It is planned to issue the Catalogue for the coming year in two editions, the first edition to appear about January 1st and the second to appear about June 1st. In many cases the high school students reach their decisions as to the place of college study during the winter months from January to March. The preliminary edition of the Catalogue ought to accomplish and does accomplish much in securing a consideration of the attractions of Oberlin.

Several thousand copies of the illustrated descriptive pamphlet were burned in the Chapel fire. It seemed wise to issue a new edition of the pamphlet without much change in the reading matter, but with a large number of new half tone cuts. The new pamphlet was received early in July, and it proved of great value in the summer work. These illustrated pamphlets are issued in large editions of 10,000 copies each, at a cost of about three cents a copy. We find that we can distribute five thousand of them each year to good advantage.

The correspondence which I have had with young men during the last five years has led me to believe that it would be a very desirable thing to have a technical department in Oberlin College. If adequate endowment could be secured, a thoroughly good school of engineering could be started. Such a school would have a tendency to restore the equilibrium of the sexes in Oberlin. It would mean much for those young men who pursue engineering courses to be able to take their work in Oberlin, enjoying the benefit of daily contact with students pursuing courses in the liberal arts and in music. The Trustees are probably aware of the arrangement, now in force between Western Reserve University and Case School of Applied Science, whereby young men spend three years in Adelbert College and two years in Case School, receiving at the end of five years the degree of A. B. from Western Reserve University and S. B. from Case School. The wisdom of a five-year combination course may not yet have been satisfactorily demonstrated, but if a technical

school should be opened in Oberlin, a wise arrangement could certainly be made leading to the combination degree in six years. The arrangement above referred to, for granting both degrees after five years of work, would be open to the objection that the number of liberal art courses which a student could take in addition to those of strictly technical nature would not be as great as has heretofore been expected from those upon whom Oberlin has bestowed her degree of Bachelor of Arts. That some provision should soon be made whereby engineering courses may be offered in Oberlin in combination with the work of the College Department seems to me to become more urgent each year. It will be a very desirable preliminary step toward this great end if the Trustees can see their way clear at this meeting to make an appropriation for the erection of a building equipped for shop work, as recommended by Dr. St. John.

My correspondence of recent years and especially of the last few months leads me to believe further that it would be wise for the College to erect additional halls of residence for young women. Oberlin needs another hall like Talcott Hall and another like Lord Cottage. It has seemed to me that there has been an unreasonable and undesirable increase in the rates charged at the private boarding houses in the village. This increase has come about largely because the College does not accommodate in its own halls a sufficiently large proportion of the young women of the institution to really control the rates charged throughout the village. The rate charged at the present time at Lord Cottage is \$3.50 a week and at Talcott Hall the rates range from \$4.25 to \$4.65 a week. These figures include room, board, heat and light. If Oberlin has a call to provide accommodations for any class of young women, it is for those in moderate circumstances who can afford to pay from \$3.50 a week to \$4.75 a week, and I hope that additional accommodations can be provided for such young women. Good colleges at which the prices range from \$6 to \$8 a week are sufficiently numerous to provide for the young women of the country who can afford to pay such rates, but it seems very desirable to have the scale of rates maintained in Oberlin at the moderate level where they have been for so many years.

Early in September after the greater portion of the correspondence for the year had been completed, I mailed a final circular letter to a number of hopeful cases and in the letter used the following sentence: "It is desired that the College Department shall continue to increase until it numbers from 700 to 800 students." I pre-

sume that I had no formal authority for saying that the College desires a College department of 800, but as I have studied the situation, I have become convinced that a College Department of that size can be secured in the course of a few years. If the present advertising methods are continued and somewhat increased, a College Department of 800 or even 1,000 can be quickly attained. If such a large College Department is *not* desired by the Faculty and Trustees, the Secretary can wisely give less of his attention to correspondence with prospective students, or the office of Secretary can even be abolished altogether. But if the increased numbers are desired and the Trustees wish to have the work of my office continue along the present lines, several important facts should be faced at once:

(1) A College Department of 800 or 1,000 students would require that additional recitation rooms be secured either in a new college recitation building or by the enlargement of Peters Hall.

(2) Such a College Department would necessitate added expenses for salaries of instructors. Already in many of the classes, as in the subjects of languages, mathematics, and history, where the *recitation* method is employed, there are often from thirty-five to sixty students in a class. If the Faculty and Trustees desire a larger number of students, there should be a willingness to provide sufficient teachers to enable all instruction, except, perhaps, in lecture courses, to be given in sections of thirty-five or less.

(3) Provision should be made for a hall which shall be the center of the social life of the men. Such a building might wisely contain a dining hall to accommodate three hundred or more men, to be conducted like Randall Hall at Cambridge. There might also be provided in the same building attractive dormitory accommodations for a considerable number of men. Many Oberlin students who have taken graduate courses in eastern universities after leaving Oberlin have told me that in their judgment Oberlin's greatest need is for a better opportunity for the men to become acquainted with the other men of the institution. The opportunities for acquaintance between the young men and the young women are sufficient, but it is certainly true that the young men do not have adequate opportunities for becoming well acquainted with each other. A large building containing attractive parlors, committee rooms, game rooms, and rooms for Y. M. C. A. purposes, and also containing adequate dining facilities and sleeping apartments as above suggested, would greatly aid in meeting this need. So far as the good of the

College is concerned I place this need ahead of that of a new chapel, a new Science building, and even of a new administration building.

The statistics which follow cover the points usually treated in my report.

#### OFFICERS AND TEACHERS.

The officers of instruction and government for the College year of 1902-03 were as follows:

|  |           |
|--|-----------|
| Professors .....                                 | 33        |
| Emeritus Professor .....                         | 1         |
| Associate Professors .....                       | 3         |
| Instructors .....                                | 23        |
| Tutors, Teachers, and Laboratory Assistants..... | 17        |
| Librarians and Library Assistants .....          | 5         |
| Gymnasium Directors and Assistants .....         | 4         |
| Administrative Officers and Clerks.....          | 10        |
| <b>Total .....</b>                               | <b>96</b> |

This does not include non-resident lecturers. The total is the same as last year.

#### DEGREES CONFERRED.

The following degrees were conferred during the year 1902-03:

| In Course:                          | Men.     | Women.   | Total.    |
|-------------------------------------|----------|----------|-----------|
| A.M. ....                           | 2        | 3        | 5         |
| A.B. ....                           | 45       | 57       | 102       |
| D.B. ....                           | 9        | 0        | 9         |
|                                     | <hr/> 56 | <hr/> 60 | <hr/> 116 |
| Upon Completion of Prescribed Work: |          |          |           |
| A.M. ....                           | 2        | 2        | 4         |
| A.B. ....                           | 1        | 1        | 2         |
|                                     | <hr/> 3  | <hr/> 3  | <hr/> 6   |
| Honorary:                           |          |          |           |
| Mus. D. ....                        | 1        | 0        | 1         |
| Mus. M. ....                        | 0        | 1        | 1         |
|                                     | <hr/> 1  | <hr/> 1  | <hr/> 2   |

In addition to the preceding, eight diplomas were granted to graduates of the Conservatory of Music, two to graduates from the Slavic Department of the Theological Seminary, and seven to gradu-

ates of the Normal Course in Physical Training for Women. Six of the seven graduates from the Physical Training Course received at the same time the A.B. degree for the completion of work in the College. The other graduate from the Physical Training Course already held the degree of A.B. from Mount Holyoke College.

The aggregate of all degrees and diplomas was 141. The corresponding number for 1899-1900 was 122, for 1900-01 was 100, for 1901-02 was 102.

#### GENERAL ENROLLMENT 1902-03.

The enrollment of students for the College year of 1902-03, as published in the final edition of the Catalogue last June, reached a total of 1509. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1902 there were enrolled 23 students whose names were not found elsewhere in the year's enrollment, and they were included in the above total. The following table shows the number of students in each department, with the corresponding figures for the three preceding years:

|                          | 1902-03 |        |        | 1901-02 |        |        | 1900-01 |        |        | 1899-1900 |        |        |
|--------------------------|---------|--------|--------|---------|--------|--------|---------|--------|--------|-----------|--------|--------|
|                          | Men.    | Women. | Total. | Men.    | Women. | Total. | Men.    | Women. | Total. | Men.      | Women. | Total. |
| The College.....         | 267     | 311    | 578    | 242     | 257    | 499    | 197     | 231    | 428    | 190       | 227    | 417    |
| The Seminary.....        | 35      | 0      | 35     | 35      | 0      | 35     | 47      | 2      | 49     | 38        | 2      | 40     |
| The Academy.....         | 175     | 155    | 330    | 136     | 134    | 270    | 190     | 148    | 338    | 198       | 139    | 337    |
| The Conservat'y of Music | 68      | 462    | 530    | 88      | 413    | 501    | 79      | 388    | 467    | 74        | 382    | 456    |
| Drawing and Painting...  | 2       | 11     | 13     | 4       | 46     | 50     | 4       | 34     | 38     | 8         | 19     | 27     |
| The Summer School.....   | 9       | 14     | 23     | 11      | 16     | 27     | 15      | 22     | 37     | 16        | 24     | 40     |
| *Phys'l Tra'g for Wom'n  | [-]     | [25]   | [25]   | [-]     | [-]    | [-]    | [-]     | [-]    | [-]    | 0         | 6      | 6      |
|                          | 556     | 953    | 1509   | 516     | 866    | 1382   | 532     | 825    | 1357   | 524       | 799    | 1323   |

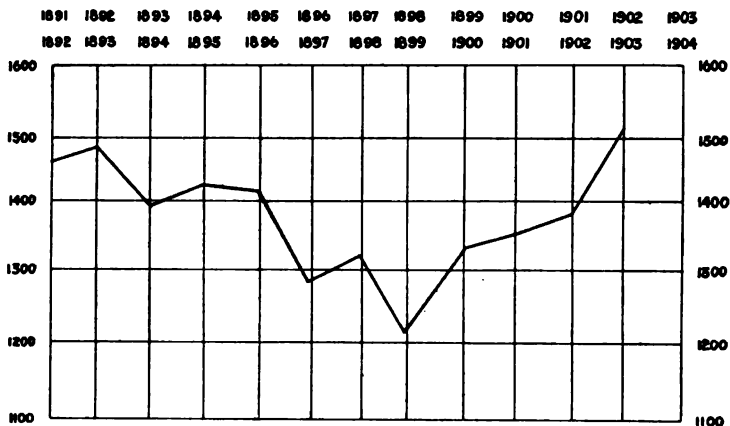
\*It is to be noted that since 1900 the students in the course in Physical Training for Women have been included in the totals for the College Department.

Of the 1509 students enrolled last year, 1468 came from 41 states and territories in the United States and 41 came from 11 foreign countries. The state of Ohio furnished 756 students, slightly more than 50 per cent. of the whole number. The other states which sent the largest number of students were as follows: Illinois, 130; New York, 77; Iowa, 76; Pennsylvania, 75; Michigan, 61; Indiana, 49.



The variation in enrollment during the last decade may be seen at a glance by reference to the chart printed below. The minimum was reached in the year 1898-99, when the total was 1,208.

THE ENROLLMENT IN OBERLIN COLLEGE FOR THE LAST TWELVE YEARS.



The number of students in the institution during the year 1902-03 was larger than for any previous year in the history of the College, with the exception of 1892-93. During that year the enrollment reached a total of 1,492, without counting any summer school students, as compared to 1,486, omitting Summer School students, last year.

|                                    | 1902-03 | 1892-93 |
|------------------------------------|---------|---------|
| The College .....                  | 578     | 394     |
| The Seminary .....                 | 35      | 86      |
| The Academy .....                  | 330     | 550     |
| The Conservatory of Music .....    | 530     | 450     |
| Drawing and Painting .....         | 13      | 12      |
| *Physical Training for Women ..... | [25]    | —       |

\* Now included in the total for the College Department.

# STUDENTS FROM OHIO.

The proportion of Oberlin students who come from the state of Ohio has remained very nearly constant for the last seven years:

| Year.           | Total. | Total<br>from Ohio. | Per Cent.<br>from Ohio.           |
|-----------------|--------|---------------------|-----------------------------------|
| 1896-97 .....   | 1283   | 645                 | 50 <sup>77</sup> / <sub>100</sub> |
| 1897-98 .....   | 1310   | 680                 | 51 <sup>81</sup> / <sub>100</sub> |
| 1898-99 .....   | 1208   | 603                 | 49 <sup>92</sup> / <sub>100</sub> |
| 1899-1900 ..... | 1323   | 659                 | 49 <sup>81</sup> / <sub>100</sub> |
| 1900-01 .....   | 1357   | 682                 | 50 <sup>78</sup> / <sub>100</sub> |
| 1901-02 .....   | 1382   | 689                 | 49 <sup>88</sup> / <sub>100</sub> |
| 1902-03 .....   | 1509   | 756                 | 50 <sup>10</sup> / <sub>100</sub> |

# THE NUMBER OF MEN IN OBERLIN.

The relative number of men in the entire institution has suffered another loss, as shown in the following table:

## Entire Institution—

|                 | Number of<br>Men. | Total<br>Enrollment. | Percentage.                       |
|-----------------|-------------------|----------------------|-----------------------------------|
| 1898-99 .....   | 477               | 1203                 | 39 <sup>60</sup> / <sub>100</sub> |
| 1899-1900 ..... | 524               | 1323                 | 39 <sup>61</sup> / <sub>100</sub> |
| 1900-01 .....   | 532               | 1357                 | 39 <sup>30</sup> / <sub>100</sub> |
| 1901-02 .....   | 526               | 1382                 | 37 <sup>78</sup> / <sub>100</sub> |
| 1902-03 .....   | 556               | 1509                 | 36 <sup>78</sup> / <sub>100</sub> |

In the College Department the relative number of men has greatly increased during the last five years, although there is a decrease for 1902-03 as compared with the preceding year.

## College Department—

| Year.           | Number of<br>Men. | Total<br>Enrollment. | Percentage.                       |
|-----------------|-------------------|----------------------|-----------------------------------|
| 1898-99 .....   | 179               | 419                  | 42 <sup>72</sup> / <sub>100</sub> |
| 1899-1900 ..... | 190               | 417                  | 45 <sup>56</sup> / <sub>100</sub> |
| 1900-01 .....   | 197               | 428                  | 46 <sup>9</sup> / <sub>100</sub>  |
| 1901-02 .....   | 242               | 499                  | 48 <sup>60</sup> / <sub>100</sub> |
| 1902-03 .....   | 267               | 578                  | 46 <sup>19</sup> / <sub>100</sub> |

In this connection it is of interest to compare the number of men in Oberlin during the year 1902-03 with the corresponding number for 1892-93.

|                                 | 1902-03. | 1892-93. |
|---------------------------------|----------|----------|
| The College .....               | 267      | 205      |
| The Seminary .....              | 35       | 86       |
| The Academy .....               | 175      | 318      |
| The Conservatory of Music ..... | 68       | 74       |
| Drawing and Painting .....      | 2        | 0        |
| The Summer School .....         | *9       | —        |
|                                 | 556      | 683      |

\* Excluding those enrolled elsewhere.

#### ENROLLMENT FIGURES—FALL 1903.

While this report is supposed to cover the college year of 1902-03, it has seemed best to present also a statement of the enrollment for the Fall term of the present year, corrected to the date of issue of this report [November 7, 1903]. To the figures for this year have been added the corresponding statistics for the last six years.

|  | Fall 1903. | Fall 1902. | Fall 1901. | Fall 1900. | Fall 1899. | Fall 1898. | Fall 1897. |
|--|------------|------------|------------|------------|------------|------------|------------|
| <b>The College—</b>                        |            |            |            |            |            |            |            |
| Post-graduate .....                        | 13         | 13         | 5          | 5          | 7          | 4          | 8          |
| Seniors .....                              | 99         | 103        | 81         | 67         | 79         | 86         | 87         |
| Juniors .....                              | 110        | 102        | 86         | 83         | 67         | 76         | 63         |
| Sophomores .....                           | 139        | 139        | 117        | 97         | 89         | 94         | 89         |
| Freshmen .....                             | 220        | 174        | 163        | 142        | 127        | 118        | 126        |
| College Specials .....                     | 40         | 42         | 24         | 27         | 28         | 24         | 27         |
|  | 621        | 573        | 476        | 421        | 397        | 402        | 418        |
| <b>The Seminary .....</b>                  | 35         | 34         | 30         | 43         | 34         | 36         | 52         |
| <b>The Academy .....</b>                   | 279        | 285        | 242        | 285        | 289        | 286        | 362        |
| <b>The Conservatory of Music .....</b>     | 456        | 395        | 386        | 353        | 351        | 293        | 314        |
| <b>Drawing and Painting .....</b>          | 11         | 14         | 38         | 27         | 27         | 13         | 9          |
| <b>* Physical Training for Women .....</b> | [—]        | [—]        | [—]        | [—]        | 6          | 14         | 13         |
|  | 1402       | 1301       | 1172       | 1129       | 1104       | 1044       | 1167       |

\* Since 1900 the students in the course of Physical Training for Women have been included in the total of the College Department.

In view of the increase in the number enrolled in the fall term, 1903, as compared to that of the fall term of 1902, and bearing in mind that last year's *total* enrollment was within 6 of the largest in the history of the institution, it seems entirely safe to state that the year upon which we have entered will establish a new enrollment record. It will be seen from the preceding table that the fall term, 1903, shows an increase of 101 over the fall term, 1902. On this basis, the total for the entire year of 1903-04 will probably easily reach 1,600.

It should be noted that although there is an increase of 48 in the total enrollment in the college department this fall, there is an increase of only 5 men, as compared to an increase of 43 women.

#### NUMBER OF COLORED STUDENTS IN OBERLIN.

The Commissioner of Education, at Washington, requires a report each year of the number of colored students in the institution. The following report covers the year 1902-03:

|                                | Men.      | Women.    | Total.    |
|--------------------------------|-----------|-----------|-----------|
| The College .....              | 10        | 8         | 18        |
| The Academy .....              | 8         | 13        | 21        |
| The Theological Seminary ..... | 1         | 0         | 1         |
| The Conservatory .....         | 2         | 11        | 13        |
| Drawing and Painting .....     | 1         | 0         | 1         |
|                                | <u>22</u> | <u>32</u> | <u>53</u> |

Colored students formed  $3\frac{1}{2}$  per cent of the total enrollment.

#### Analysis of College Enrollment.

1902-03.

The following table shows the number of students who studied in the College Department in former years, as well as those who entered the College Department for the first time:

|   | Men.       | Women.     | Total.     | Per c.<br>of Whole<br>No. |
|---|------------|------------|------------|---------------------------|
| In College Department, last year.....           | 156        | 163        | 319        | 55.2                      |
| In College Department, in former years.....     | 11         | 17         | 28         | 4.8                       |
| In Academy Department, last year.....           | 31         | 36         | 67         | 11.6                      |
| In Academy Department, in former years.....     | 2          | 0          | 2          | .3                        |
| In Theological Seminary Department, last year.  | 1          | 0          | 1          | .2                        |
| In Conservatory Department, last year.....      | 9          | 3          | 3          | .5                        |
| New Students, never before enrolled in Oberlin. | 66         | 92         | 158        | 27.4                      |
|   | <u>267</u> | <u>311</u> | <u>578</u> | <u>100.</u>               |

From the preceding table it will be seen that 231 students, representing 40 per cent. of the total enrollment, were new students in the College department, while 60 per cent. of the students had studied in the College either during the preceding year or previously. The percentages shown above do not vary appreciably from the corresponding figures for 1901-02.

From the above table it appears that 156 men and 163 women who had been in the College department during the year 1901-02 returned for the year 1902-03. The report for 1901-02 shows that the total enrollment in the College department for that year was 242 men and 256 women. Of this number 40 men and 40 women completed the courses required for graduation. From this it appears that 46 men and 53 women who were enrolled in the College department in 1901-02 did not return to complete their college work. There are losses of this character in every college, but the net loss of 99 students out of a possible total of 418 seems to me to be so large as to be worthy of serious consideration. I do not believe that this loss of 23.6-10 per cent. is larger than has been experienced in Oberlin College in former years. It may not be even as large as former losses, but it is larger than is desirable. It seems to me to be worth our while to find out what the most important reasons are for the failure of our students to return to complete our courses. From my experience in this office during the last five years, I should say that the two reasons most commonly given for the failure of our students to return are (1) the desire to take technical courses not offered in Oberlin, and (2) the inability of the students to meet the expenses necessary for college work. To these two may be added a third reason, a reason which seems to me to grow more in weight each year, viz.: dissatisfaction with the inadequate social life of the men of this institution. It should be added that many of those who drop their college work because of lack of money find it possible later to resume their college work here. Twenty-eight students returned during the year 1902-03 who had previously studied in the College department and had dropped out for one reason or another.

It is my plan to write to all students who were enrolled in the College department during the year 1902-03 who have not returned this fall, asking for statements of the reasons which have influenced them. The answers to these inquiries will be tabulated, and the results will be presented to the Trustees in my next report.

### Classification of New Students.

The 231 new students who were admitted to the College department were classed as follows:

|                                 | Men. | Women. | Total. |
|---------------------------------|------|--------|--------|
| Admitted as Post-graduates..... | 0    | 1      | 1      |
| "    " Seniors .....            | 4    | 2      | 6      |
| "    " Juniors .....            | 3    | 6      | 9      |
| "    " Sophomores .....         | 6    | 8      | 14     |
| "    " Freshmen .....           | 78   | 90     | 168    |
| "    " Specials .....           | 9    | 24     | 33     |
|                                 | 100  | 131    | 231    |

In addition to the 168 new Freshmen shown in the preceding table, there were 8 others whose names were listed in the Freshman Class, who were Freshmen the year before, and failed to advance to the Sophomore Class. The total number of all Freshmen as shown in the catalogue was 176.

Thirty new students were admitted to higher rank than that of Freshman. Twenty-three of these came from the following colleges and universities:

Albany Normal School, N. Y.  
 Berea College, Ky.  
 Bethel College, Kans.  
 Butler University, Ind.  
 Carleton College, Minn.  
 Central College, Ind.  
 Denison University, Ohio.  
 Findlay College, Ohio.  
 Geneseo Collegiate Institute, Ill.  
 Indiana University, Ind.  
 Mount Holyoke College, Mass.  
 Ohio State University, Ohio.  
 Ohio Wesleyan University, Ohio.  
 Pomona College, Cal.  
 Syracuse University, N. Y.  
 Union Christian College, Ind.  
 University of Chicago, Ill.  
 University of Michigan, Mich.  
 Western Reserve College for Women, Ohio.  
 Westminster College, Pa.  
 Wittenberg College, Ohio.  
 Yankton College, S. D.

Three students who were enrolled the previous year in Oberlin Academy were able to enter as Sophomores. It frequently happens that students who do not present credits enough to secure the Freshman classification are ranked as Academy students with advanced credits, and by doing extra work for a year are able the next year to secure the classification of Sophomores with conditions. Especially is this possible where the student remains in Oberlin for work in the Oberlin Summer School.

One student, from the Rayen High School, of Youngstown, was admitted to the rank of Sophomore by reason of an extra amount of preparatory work done in a five-year high school course.

Two students who had studied in Oberlin Academy in former years were able to secure advanced rank because of further study in normal schools. One man secured rank as a Junior who had completed the course in the Oberlin Theological Seminary.

### **The New Requirements for Admission to the College Department.**

With reference to the new requirements for admission to the College Department which took effect in the fall of 1901, the experience of another year confirms the belief that these requirements are working satisfactorily.

There were 231 new students admitted to the College Department during the year 1902-03. Of this number 30 were admitted to advanced standing, leaving 201 who received classification as Freshmen or College Specials.

Owing to the loss of admission papers in the Chapel fire, I have not been able to study the entrance credits of the 33 students admitted as "Special students," nor of 4 of the students admitted as Freshmen who were enrolled in the College for only a portion of the fall semester. I have carefully examined the credits of the remaining 164 new students who were admitted to the classification of Freshmen in September, 1902. It has not seemed wise, however, to present the results of this study in as much detail as was given in the report for last year. Some of the items which are presented in the following paragraphs may be worthy of note.

### **Amount of Entrance Credits of the Freshmen.**

The table of percentages which follows shows roughly, (1) students who were conditioned at entrance, (2) the students who exactly met the admission requirements, and (3) the students who entered with more than 15 units of credit. A "unit" of work for entrance comprises four recitation hours a week for one year, and five periods of forty-five minutes each will be accepted as an equivalent.

|   | 1902-03 | 1901-02 |
|---|---------|---------|
| 57 students presented between 14 and 15 units.... | 34.7%   | 32.3%   |
| 28   "       "       15 units .....               | 17.1 "  | 18.4 "  |
| 38   "       "       between 15 and 16 units....  | 23.2 "  | 17.9 "  |
| 41   "       "       more than 16 units.....      | 25.   " | 31.4 "  |
| 164   | 100     | 100     |

## Subjects Presented by Freshmen.

*History.* Only four students failed to meet the minimum requirement of one unit in the subject of history. Such students are required to elect work in history in the College to make up the deficiency. Forty-four students presented the minimum, one unit, and the remaining 116 students presented more than one unit. Of these 11 presented three units.

*Mathematics.* The full requirement of three units was presented by 130 out of 164 candidates. Of the 34 students who were admitted with conditions in mathematics, 26 were conditioned a half unit in either Algebra or Geometry, and 8 were conditioned a full unit in these subjects. Conditions in mathematics are made up by enrollment in classes in Oberlin Academy. Of the 55 students who entered the College from Oberlin Academy, 22 had anticipated the subject of Freshman mathematics by electing it while enrolled in the Academy department.

*Latin.* The minimum requirement is two units. Three students presented no Latin, and five others presented less than the minimum. Ten students presented two units. The preference of the Committee on Admission is that students should present four units in the subject of Latin, and 82 students (exactly 50 per cent.) presented this amount of Latin. Where students present less than two units of Latin they are required to elect work in Oberlin Academy to meet this minimum. Where the student presents more than two units, but less than four units, the Committee urges, but does not require, the election of Academy courses in Latin.

*Greek.* Greek is optional and the number of applicants who present Greek is small, being 63 out of 164, 38.2-10 per cent., a slight gain over last year. The gain comes largely from that portion of the Freshmen who enter from Oberlin Academy. Only 28 per cent. of the students who entered from outside schools presented Greek.

*German.* German is optional. Some German was presented by 104 of the candidates, the per cent. being 63.4 per cent.

*French.* French is optional. It was presented by only 29 of the 164 applicants.

*Science.* The minimum requirement in science is one unit. It is recommended that applicants present at least one science course which has covered a complete year, submitting satisfactory laboratory books, but we still allow credit for term courses and half-year courses. All of the candidates presented some work in Science, although there were four who did not present as much as one unit. These students are required to elect science work, either in the College or in the Academy, sufficient to balance



the entrance deficiency. There were 28 students who presented the minimum of one unit. Two units were presented by 38 students. The whole amount of Science presented for admission is increasing and the quality of the work is better each year.

*English.* More than 93 per cent. of the applicants, 153 out of 164, met the full requirement for three units in the subject of English. Of this number nine students received credits slightly in excess of three units, in consideration of unusually good preparatory work in which the study of English covered four full years. Eight applicants were admitted with one-half unit of deficiency, and three received conditions of a full unit.

### **The Committee on Admission.**

The Committee on Admission has been somewhat perplexed with reference to credits due to students whose work has seemed to aggregate more than the requirement of 15 units. In many cases additional subjects have been carried by high school students and the certificates have seemed to merit considerable extra credit. There is the opposing consideration, however, that by increasing the number of subjects carried in the high school the student probably diminished the amount of worthy work in each subject. In the case of one student who enrolled in Oberlin in the fall of 1901, the certificate seemed to justify credits aggregating  $18\frac{1}{2}$  units, sufficient to give the applicant classification as a Sophomore. The work of this particular student has not been such as to confirm the Committee in the wisdom of its action. It seemed wise therefore to pass the following vote, that "from and after September, 1903, not more than 16 units of admission credits will be granted to any student whose high school work has covered only four years in time." If the student has taken a fifth or post-graduate year in the high school, this rule will not prevent the Committee from granting such additional credits as are due. There is also this understanding with reference to the new rule, that if the student thinks more credit should be allowed than 16 units he has the privilege of taking examinations for extra credits. Under the new rule, the excess of one unit is credited as equivalent to six semester hours of College credit, thereby giving the student a slight margin after coming into the College department, but not presenting to him so much College credit as to cause him to try to graduate in three years or in three years and a half.

### The Freshman Electives.

Beginning with the year 1901-02 a new vote went into effect concerning the work of the Freshman year. Mathematics, English Composition, and Bible, aggregating 7 hours, were continued as absolute requirements, and the remainder of the work was to be chosen from a limited group of subjects known as Freshman electives. The Freshmen were asked to elect two of the following subjects—Greek, Latin, German, French, and Biological Science. The science could be either Zoology or Botany. No student was allowed to elect both beginning German and beginning French.

The results of the elections of 152 of the Freshmen, during the first semester of 1902-03, are shown in the following table, to which are also added for reference the elections of 149 students last year:

|  | 1902-03. | 1901-02. |
|--|----------|----------|
| Freshmen Latin and beginning German.....     | 8        | 10       |
| “ “ advanced “ .....                         | 22       | 23       |
| “ “ beginning French.....                    | 12       | 3        |
| “ “ advanced “ .....                         | 6        | 5        |
| “ “ beginning Greek .....                    | 4        | 6        |
| “ “ advanced “ .....                         | 14       | 26       |
| “ “ Science .....                            | 3        | 3        |
| Academy Latin and beginning German.....      | 4        | 2        |
| “ “ advanced “ .....                         | 13       | 6        |
| “ “ beginning French.....                    | 5        | 0        |
| “ “ advanced “ .....                         | 5        | 3        |
| “ “ advanced Greek .....                     | 3        | 5        |
| “ “ Science .....                            | 3        | 1        |
| Advanced Greek and beginning German.....     | 2        | 1        |
| “ “ advanced “ .....                         | 0        | 6        |
| “ “ beginning French.....                    | 0        | 1        |
| “ “ advanced “ .....                         | 1        | 2        |
| Advanced German and beginning French.....    | 11       | 8        |
| “ “ advanced “ .....                         | 3        | 4        |
| “ “ Science .....                            | 13       | 17       |
| “ “ beginning Greek .....                    | 1        | 0        |
| Beginning German and advanced French.....    | 0        | 2        |
| “ “ Science .....                            | 9        | 5        |
| “ French and Science.....                    | 5        | 10       |
| Advanced “ .....                             | 4        | 0        |
| Beginning Greek and Science.....             | 1        | 0        |
| Irregular, not considered in this study..... | 12       | 16       |
|  | 164      | 165      |

It will be seen that 102 students elected Latin, 67 per cent., as compared to 62 per cent. last year.

The least desirable combinations in the above table are those which combine beginning courses in German, French, and Greek, with electives in Science—least desirable because they involve dropping the language or languages which the student presented for admission credits. The recommendation of the College officers is uniformly for the continuance in College of subjects presented for entrance. There were 15 students who elected these least desirable combinations, but seven of this number presented only one language (Latin) for admission, and dropped it to take up modern language work.

Ninety-two students presented two languages for entrance. Of this number, 42 elected the same languages; 31 dropped one of the original languages to take up a third; 14 dropped one of the languages to take work in Sciences; and 5 dropped both languages, electing in their place a third language and a course in Science. Thirty-four students presented three languages, and of this number 23 continued two of them; 7 continued one of the languages and elected Science; 2 continued one of the languages and elected the fourth language; and three dropped all three languages presented for entrance and elected the fourth language and Science.

Two students presented four languages for admission to the College, and elected two of them in the Freshman year.

#### **Statistics of Instruction in the College Department, Year of 1902-03.**

As used in the following table, an "Instruction Unit" means the instruction furnished to one student in which recitations are held once a week for one semester—in other words, an "Instruction Unit" represents one student in a one-hour course for one semester. To illustrate—a five-hour course in Political Economy enrolling 55 students is here counted as representing 275 instruction units; a three-hour course in Surveying, enrolling 10 students, represents 30 instruction units. The table which follows shows the instruction furnished during the year 1902-03, and I have added for comparison the corresponding figures for the three preceding years.

| Departments.                   | Total Classes<br>or Sections. | Hours of Teach-<br>ing Time. | Students.   |             |             | Total Instruc-<br>tion Units,<br>1902-03. | Total Instruc-<br>tion Units,<br>1901-02. | Total Instruc-<br>tion Units,<br>1900-01. | Total Instruc-<br>tion Units,<br>1899-1900. |
|--------------------------------|-------------------------------|------------------------------|-------------|-------------|-------------|---|---|---|---|
|                                |                               |                              | Men.        | Women.      | Total.      |   |   |   |   |
| Anatomy.....                   | 1                             | 9                            | 4           | 8           | 12          | 36  | 24  | 0   | 0   |
| Astronomy.....                 | 2                             | 4                            | 11          | 2           | 13          | 27  | 48  | 36  | 116   |
| Bible, Theol. and Evidences..  | 5                             | 11                           | 155         | 216         | 371         | 757                                       | 679                                       | 338                                       | 589   |
| Bibliography.....              | 3                             | 6                            | 9           | 25          | 34          | 68  | 14  | 92  | 0   |
| Botany.....                    | 7                             | 61                           | 28          | 38          | 66          | 172                                       | 187                                       | 381                                       | 383   |
| Chemistry and Mineralogy...    | 8                             | 85                           | 149         | 99          | 248         | 1212                                      | 960                                       | 533                                       | 413   |
| Classical Archaeology.....     | 2                             | 3                            | 10          | 62          | 72          | 108                                       | 179                                       | 290                                       | 323   |
| Economics and Sociology.....   | 9                             | 24                           | 177         | 70          | 247         | 606                                       | 650                                       | 621                                       | 795   |
| English Composition.....       | 18                            | 24                           | 374         | 475         | 849         | 1241                                      | 848                                       | 691                                       | 1172  |
| English Literature.....        | 10                            | 26                           | 160         | 409         | 569         | 1434                                      | 1241                                      | 934                                       | 1172  |
| French.....                    | 18                            | 42                           | 98          | 230         | 328         | 866                                       | 902                                       | 839                                       | 733   |
| Geology.....                   | 3                             | 12                           | 20          | 29          | 49          | 167                                       | 178                                       | 160                                       | 103   |
| German.....                    | 18                            | 54                           | 157         | 223         | 380         | 1208                                      | 1082                                      | 880                                       | 791   |
| Greek.....                     | 8                             | 26                           | 54          | 72          | 126         | 425                                       | 477                                       | 573                                       | 705   |
| History.....                   | 16                            | 40                           | 255         | 308         | 563         | 1523                                      | 1419                                      | 1242                                      | 587   |
| Italian.....                   | 0                             | 0                            | 0           | 0           | 0           | 0   | 0   | 10  | 0   |
| Latin.....                     | 17                            | 51                           | 125         | 297         | 422         | 1276                                      | 1058                                      | 1105                                      | 1011  |
| Mathematics.....               | 20                            | 68                           | 297         | 193         | 490         | 1798                                      | 1715                                      | 1393                                      | 1171  |
| Oratory.....                   | 7                             | 18                           | 97          | 25          | 122         | 323                                       | 432                                       | 305                                       | 295   |
| Philosophy and Pedagogy.....   | 11                            | 37                           | 200         | 203         | 403         | 1340                                      | 1042                                      | 984                                       | 979   |
| Physical Training (for credit) | 10                            | 36                           | 148         | 175         | 323         | 323                                       | 0   | 0   | 0   |
| Physics.....                   | 8                             | 24                           | 44          | 4           | 48          | 418                                       | 335                                       | 327                                       | 250   |
| Physiology.....                | 1                             | 5                            | 8           | 17          | 25          | 125                                       | 130                                       | 0   | 272   |
| Spanish.....                   | 1                             | 4                            | 6           | 3           | 9           | 36  | 0   | 0   | 17  |
| Zoology.....                   | 8                             | 65                           | 93          | 84          | 177         | 598                                       | 514                                       | 227                                       | 291   |
| <b>Totals.....</b>             | <b>211</b>                    | <b>735</b>                   | <b>2679</b> | <b>3267</b> | <b>5946</b> | <b>16177</b>                              | <b>14114</b>                              | <b>11961</b>                              | <b>10996</b>                                |

The column marked "number of teaching hours" includes all the time spent by the teachers, whether in class room recitations or in laboratory instruction.

In the two semesters of 1902-03, there were 211 classes. The total enrollment of students in these classes was 5,946, the average being slightly more than 28. The corresponding figure for 1901-02 was 25.

A gain of nearly 15 per cent. in the total amount of instruction furnished by the College was to be expected, corresponding to the gain of that amount in the enrollment of the College department. In some departments, however, there have been increases far in excess of the normal 15 per cent.

above mentioned. The greatest increases in the amount of instruction furnished were as follows:

|                                |              |
|--------------------------------|--------------|
| English Composition .....      | 46 per cent. |
| Philosophy and Pedagogy .....  | 29 "         |
| Chemistry and Mineralogy ..... | 26 "         |
| Physics .....                  | 25 "         |
| Latin .....                    | 20 "         |
| Zoology .....                  | 16 "         |
| English Literature .....       | 15 "         |

The amount of instruction furnished in Economics and Sociology, German, Bible and Theology, History, and Mathematics showed slight gains over last year. There were slight losses in Botany, French, Geology, and Greek, and decided losses in Classical Archaeology and in Oratory.

In comparison with the corresponding figures of three years ago (1899-1900) there are the following striking increases in the amount of instruction furnished:

|  |               |
|--|---------------|
| In Chemistry and Mineralogy, a gain of.....          | 193 per cent. |
| In History, a gain of.....                           | 177 "         |
| In English Composition and Literature, a gain of.... | 128 "         |
| In Zoology, a gain of.....                           | 105 "         |
| In Physics, a gain of.....                           | 67 "          |
| In Mathematics, a gain of.....                       | 54 "          |
| In German, a gain of.....                            | 53 "          |

The gain in enrollment of students in the College department during the same period of three years was 38 6-10 per cent.

### **Instruction Given in Oberlin Academy, Year 1902-03.**

The instruction furnished in Oberlin Academy during the year 1902-03 is shown in the table which follows. The Academy is still on the term plan and the table is figured accordingly. An Academy instruction unit means the instruction furnished to one student in a one-hour course for *one term*. It represents two-thirds of a College instruction unit.

The total number of different classes taught in the Academy during the year was 149, and the enrollment in them was 3,407, an average of 23 to each class.

There was a large increase in English, Latin, Mathematics, and Physics,

There was a slight decrease in German and History, and a considerable decrease in Greek.

|                         | Number of<br>Classes. | Number of<br>Teaching<br>Hours. | Students. |      |        | Academy<br>Instruction<br>Units,<br>1902-08. | Academy<br>Instruction<br>Units,<br>1901-02. |
|-------------------------|-----------------------|---------------------------------|-----------|------|--------|--|--|
|                         |                       |                                 | Women.    | Men. | Total. |  |  |
| Bible .....             | 14                    | 14                              | 317       | 256  | 573    | 573  | 570  |
| English .....           | 29                    | 112                             | 395       | 393  | 788    | 3022   | 2309   |
| French .....            | 11                    | 55                              | 36        | 140  | 176    | 840  | 545  |
| German .....            | 8                     | 40                              | 115       | 149  | 264    | 1320   | 1460   |
| Greek .....             | 8                     | 40                              | 110       | 47   | 157    | 785  | 1045   |
| History .....           | 6                     | 24                              | 33        | 51   | 84     | 336  | 376  |
| Latin .....             | 30                    | 145                             | 321       | 309  | 630    | 3040   | 2520   |
| Mathematics .....       | 25                    | 102                             | 345       | 213  | 558    | 2012   | 1380   |
| Oratory .....           | 3                     | 6                               | 31        | 27   | 58     | 116  | 91   |
| Science (Physics) ..... | 15                    | 69                              | 79        | 40   | 119    | 476  | 184  |
| Totals .....            | 149                   | 607                             | 1782      | 1625 | 3407   | 12520  | 10480  |

Respectfully submitted,

GEORGE M. JONES.

# Report of the Librarian.

To the President:

Sir: I hereby submit the report from the library for the year 1902-03.

## GROWTH OF THE LIBRARY.

At the beginning of the year the library possessed 54,785 bound volumes and 33,878 unbound volumes, a total of 88,663. During the year 3,833 bound volumes were accessioned, and 1,292 unbound volumes were catalogued without accessioning, making the total September 1, 1903, 58,618 bound volumes, and 35,170 unbound volumes, a total of 93,788.

While the number of bound volumes added is somewhat less than the average for the past three years, it is above the number which had been added in any year previous to that time. The following table shows the addition of bound volumes by college years since 1893-94:

|              |       |                |       |
|--------------|-------|----------------|-------|
| 1893-94..... | 3,752 | 1898-99.....   | 1,143 |
| 1894-95..... | 2,593 | 1899-1900..... | 4,002 |
| 1895-96..... | 2,083 | 1900-01.....   | 4,689 |
| 1896-97..... | 1,924 | 1901-02.....   | 5,391 |
| 1897-98..... | 2,313 | 1902-03.....   | 3,833 |

Besides the accessioned and catalogued volumes and pamphlets given above, the library has many collections not yet entered on our records, or in any way catalogued. To get a more complete statement of the extent of the collections possessed by the library, the following table is given:

## CONDITION OF THE LIBRARY SEPTEMBER 1, 1903.

|   | Bound<br>Volumes. | Unbound<br>Volumes. | Total.  |
|---|-------------------|---------------------|---------|
| Accessioned and catalogued.....                 | 58,618            | 35,170              | 93,788  |
| Waiting, not yet accessioned or catalogued..    | 1,750             | 18,000              | 19,750  |
| Volumes of newspapers, temporary bindings ..... |                   | 1,200               | 1,200   |
| Maps and charts .....                           |                   | 2,500               | 2,500   |
| Total.....                                      | 60,368            | 56,870              | 117,238 |

Even this considerable total of 117,238 does not indicate the sum of the individual items which the library possesses, for there

are coins, medals, paper money, broadsides, photographs, manuscripts, and the like, which have never been counted, together with a collection of more than 25,000 duplicate volumes, pamphlets, periodicals and newspapers. Probably more than 150,000 individual articles are in charge of the library staff.

#### ADDITIONS OF THE YEAR.

The 3,833 volumes added during the year came from the following sources:

|                           |       |         |
|---------------------------|-------|---------|
| By purchase.....          | 1,913 | volumes |
| By gift and exchange..... | 2,820 | "       |

The largest and most important addition of the year, referred to briefly in my last Annual Report, was the gift of more than 1,000 volumes from the library of the late Professor Joseph Henry Thayer, of Harvard Divinity School, presented in behalf of his family by Miss Grace C. Thayer, Cambridge, Mass. This gift was one of very great value and, because the greater part of the books were the older and less easily obtainable works, it supplemented our library in a very unusual way, filling out the gaps in the older literature, both in the New Testament and in classical Greek.

From E. A. West, of Chicago, a member of the Advisory Committee of the library, came gifts of money to enable the library to purchase the "Dictionary of National Biography" in 56 volumes and to continue the "New International Encyclopædia" as the volumes appear. The limited resources of the library do not permit the addition of expensive sets from our current income. We could have possessed this set in no other way. The departments of English History and English Literature are materially strengthened by this gift.

Mr. S. C. Mastick, through Professor F. F. Jewett, presented the library with a gift of money which enabled it to purchase a set of "Liebig's Annalen der Chemie" from the current volume (312) as far back as volume 187. This set, which, after having been catalogued, was placed in the department library in the Severance Chemical Laboratory, will greatly facilitate the work of that department.

Mr. Charles M. Hall, of Niagara Falls, N. Y., presented a sum of money with which it was possible to purchase a complete set of the "Quarterly Journal of Mathematics" from the beginning to date. This gift was made through Professor Anderegg.

Mr. Irving W. Metcalf, a trustee of the College, gave \$100 for the purchase of needed reference books, with which, in addition to other



volumes, the eleven volumes of the "Supplement to the Ninth Edition of the Encyclopædia Britannica" have been purchased.

In addition to these gifts of money for the purchase of books, there are gifts of books which should be specially mentioned. From Miss Fanny N. Burnell, of Milwaukee, Wis., we received a collection of some 100 volumes on books relating to the fine arts, together with a large and interesting collection of plates and illustrations intended to illustrate architecture, sculpture and painting. This gift, with a portrait of her father, Levi Burnell, which is later to be sent, she wishes kept as a memorial of her father who for many years was the treasurer of the College.

Mrs. Emma F. Burroughs gave us another large selection from the library of the late Professor George S. Burroughs, D. D., containing many valuable volumes.

Other donors who should be specially mentioned are: Dr. William C. Bunce, who presented a large number of medical works and periodicals, Dr. L. B. Sperry, Mrs. P. A. Crafts, and the heirs of Dr. Dudley Allen.

Among the additions for the year are a large number of volumes, chiefly periodicals, which have been secured by exchanging duplicates with other libraries. Among the libraries with which exchanges have thus been made should be mentioned the

Rhode Island Historical Society,  
Library of Congress,  
United States Documents Office,  
Libraries of Bowdoin College, Colgate University, the University of Wooster, Auburn Theological Seminary,  
Massachusetts State Library.

Through the gifts of the past year and through these exchanges very valuable additions to the library in the literature of a past generation have been secured. The gifts of money for the purchase of books of current importance have done much to provide some of the more extended sets in which the library is deficient. The appropriation by the trustees of \$1,000 to be distributed among the departments having most crying demands was distributed by the library Committee among the various departments in sums ranging from \$25.00 to \$250.00 for a department. The expenditure of this money has brought relief from some of the most pressing demands, but it is evident that no temporary appropriation will at all meet the needs which are felt on every hand. I trust that the appropriation of \$1,000, which has been made for a second year, will become a permanent

appropriation and that, if the finances of the College will warrant it, the appropriation may be made \$2,000 for the coming year. Books are the sources from which not only the wants of the classes are to be supplied, but in which also the professors find the material for their own investigation. In order to meet this latter need, a much greater expenditure is necessary.

As I said in my last report we can not be thought to be doing even the minimum which will meet the requirements of the class work until there is available at least \$50 a year for every department of instruction in the College and in the Seminary. To reach this minimum would require an appropriation by the trustees of at least \$2,000 annually in addition to the income from the Library Endowment. I trust that it will soon be possible for this sum to be appropriated and that in order to meet the needs of the teaching force the maximum amount named in my report, namely, \$5,000, can be appropriated before many years.

#### WORK OF THE YEAR.

During the year the library was open 305 days. The average daily attendance during the school year was about 350; during the summer school, about 60. The total number of readers for the year was 81,486. The number of books drawn for home use was 16,156. The total numbers of persons drawing books for home use during the year was 1,081.

The cataloguing department catalogued 5,815 volumes and 1,294 pamphlets. This required the preparation of 12,440 new cards. In addition, 2,121 cards were temporarily withdrawn from the catalogue in order to have additions entered on the card. The work of the Library Club led to the revision of the headings of many cards, 974 being withdrawn from the catalogue for such revision. The demands made upon the library staff are continually increasing and there is need of more money for administration. The sums now available for this purpose will permit little, if any, enlargement. I trust that it may be possible another year to carry out the plan suggested by me last year to the Advisory Committee of the Trustees and appoint a competent reference librarian. Now that the library is open during the evening hours, as well as through the day, it is manifestly impossible for the librarian to do all the work which should be done in helping students. The demands of administration and the demands outside the library upon his time are too great to make it possible.

Although not strictly coming into this report I am glad to say that, beginning with the current school year, the library is open in the

evening from 6 to 9:30. It is as yet too early to tell the use which will be made of the library, but already it is apparent that the opening of the library in the evening is extremely convenient for many students. From 80 to 100 persons can be regularly expected each evening and, as the experiment progresses, there will, no doubt, be many more who will make use of the library during the evening hours.

#### **MORE ROOM REQUIRED.**

I have spoken at length in previous reports concerning the crowded condition of the library. It has not seemed possible to add any shelving during the year just past, and our shelves, already exceedingly full, have been brought into a very congested condition by the attempt to incorporate the additions of the year. All the duplicates of the library have now been removed from the building and it will be necessary during the present year to begin the removal of books from our regular collections and to store them in some less accessible building outside. Of course in a library of our size many volumes and sets can be removed for which there is very unfrequent call. They should, however, be housed in some building where there is little danger of fire and there does not appear to be any such building available. Should no relief come through efforts which have been made by the President to secure relief from this situation, I hope the trustees will seriously consider the suggestion in my last report as to the advisability of constructing a fire-proof stack at the north side of the present library building. Such a stack would give great relief to both Professor Wright and myself and would make it possible to continue the use of the present building with comparative satisfaction.

#### **THE LIBRARY CLUB.**

The Library Club, as explained in previous reports, includes all the members of the staff and meets for an hour each week. The work of the year has been largely the revision of the card catalogue. We have been giving especial attention during the year to the revision of the author entries for State Documents and have been endeavoring to introduce the inverted headings which have been approved by the catalogue section of the American Library Association. For some two years we have been trying the inverted headings in the entries for United States documents and have now introduced them for many of the leading states. The opinion of the staff as to their use is somewhat divided and so far it appears that about as many problems, both to the library staff and to the user, have arisen when the new heading

has been used as under the old system. We shall, however, accept the decision reached by the catalogue section of the American Library Association and adjust ourselves to it.

The advisability of using the printed cards now prepared by the Library of Congress has also been discussed by the Club. Inasmuch as our catalogue, now containing some 350,000 cards, has been made upon the 32 or index size of card, while the Library of Congress cards are printed only in the 33 or postal size, the adoption of these cards would compel us to trim down the Library of Congress cards to the 32 size before adding, or necessitate the reconstruction of our catalogue in the 33 size. Experiments in cutting down the Library of Congress cards to our size have shown that in very many cases some important bibliographical detail would be lost. On the whole it has seemed wisest to us to continue as we are until such time as the resources of the College will justify re-cataloguing on the 33 size. Inasmuch as the Library of Congress expects to be prepared to furnish at any time any card which it has ever printed, the matter can be taken up in later years and successfully carried through to completion.

Owing to the crowded condition of the library our work is carried on under increasing difficulties and is in many respects unsatisfactory to us. Relief is urgently needed, either in the form of an addition to the present building, or, if it can be brought about, through the erection of a library building more commodious and more adapted to the demands which are now made upon the library.

Respectfully submitted,

AZARIAH S. ROOT, Librarian.

# Report of the Dean of the Women's Department.

To the President:

Sir: I have the honor to submit a report on the Women's Department for the Academic year 1902-03.

The statistics for the year show the following enrollment:

|                     |     |
|---------------------|-----|
| College .....       | 311 |
| Academy .....       | 155 |
| Conservatory .....  | 462 |
| Art .....           | 11  |
| Summer School ..... | 14  |
| Total .....         | 953 |

The increase in numbers, especially at the beginning of the present year, has made the need of additional dormitories more imperative than ever before. Practically all the *rentable* houses in town, which are large enough to be run profitably as private boarding houses, have been taken for that purpose. Several competent matrons, who desired to open new boarding homes this fall and so help meet our pressing needs, could find no buildings available in town. The first result of this extra demand has been overcrowding. Inspection is already revealing a state of affairs for which our only remedy, since we have no adequate accommodations to offer in exchange, must soon be a refusal to receive students for whom we cannot properly care. The law of supply and demand has also brought as a second result, a decided increase in prices. In some instances, our women are paying first class prices for second class accommodations.

To state the problem yet more concretely—there are enrolled here in Oberlin as large a number as in most of the great women's colleges. If we exclude from consideration all who live with their parents, and all day students from out of town, there still remain more than six hundred women to be provided with boarding places which are supposed to be under college supervision. Only one-fourth of these six hundred can be accommodated in our own College dormitories, while three-fourths must live under conditions which we can only partially control, and which, in some instances, tend to defeat the very ends of the education they come here to secure.

In view of these pressing needs, may I ask that some plan be

formed for soliciting the investment of private capital in the erection of private dormitories, to be managed subject to College supervision, where really superior accommodations may be secured for the prices our women now pay. Such private dormitories have been in successful operation for the past six years, in two of the great women's colleges in the East, and have proved to be both acceptable to students and profitable as business ventures. May I also urge that some one of the large houses in town be fitted up exclusively for Academy girls, in case the experiment, begun this year, of devoting a small house to their needs, should prove to meet a real demand on their part. And may I further ask that the suggestion to erect a dormitory devoted wholly to the use of Conservatory girls receive all possible encouragement.

The improvements made this summer at Stewart Hall are greatly appreciated. The house has been repaired, partially refurnished, and connected with the central heating plant. Under the competent management of our tried matron, Miss Sweezey, Stewart now affords a delightful home for fifteen girls, at the very low price of three dollars a week.

Two changes have occurred in the management of our college dormitories. Miss Ella Manley, for ten years the able and much loved head of Lord Cottage, was forced by ill health to undertake a smaller house. Her place has been filled by Mrs. Gray, for several years the successful matron of a town boarding house. It is a pleasure to acknowledge, on behalf of the institution, our gratitude to Miss Manley for her years of loyal and efficient service, and our great satisfaction that we may still retain her among our town matrons. We have also lost Mrs. Foote through ill health. During the two years of her stay at Keep Home, she made an impression of self-denying devotion which will last long in the lives of the girls under her care.

A very important increase has been made in the membership of the House Government Association. After a thorough trial, the two largest town boarding houses have been received into the association, and three other large houses are now organized and waiting for admission. The students of the Conservatory have also adopted a plan of organization somewhat analogous to the House Council. Owing to the lack of such class divisions and class officers as exist in College and Academy, the Conservatory students have always seemed peculiarly unorganized. With the aid and advice of Mrs. Woodford, a Student Board of sixteen members has been formed, representing as fully as possible the varied interests of the Conservatory. By this Student Board executive and social interests are discussed and plans of work formed.

It is hoped that its organization may prove a unifying element in the life of the Conservatory students.

The change finally brought about last year, making Saturday our regular recreation evening, has had a most wholesome effect upon the social life of the institution. The choir rehearsals, which were transferred to Friday evening, are better attended than under the old arrangement, and the efficiency of our choirs has in no way suffered from the change. A decided gain has been made in diminishing the number and improving the character of social occasions. Many of the short social affairs, formerly characterized by haste and confusion, have disappeared because students prefer to put their efforts into gatherings for which they may have the whole evening. The results seem to promise better management of details and a growing sense for social forms.

In accordance with the faculty vote to open the library till nine-thirty, college women of the senior and junior classes have been granted evening reading privileges in the library. This permission is also given, in special cases, to college women of the two lower classes.

The health record for the past year has been exceptionally good. We have been peculiarly free from epidemics of any sort and there have been few cases of serious illness. Yet one case of smallpox, in a house where three of our women were boarding, forced home upon us our lack of any provision for isolating contagious diseases. The most serious cases of ill health have been in the form of nervous break-down among women who are carrying, in addition to their regular work, the heavy burden of entire or partial self-support. To the increase of tuition, made a few years ago, has been added an increase in the price of living which is, on the whole, greater for our women than for the men. The opportunities for self-support open to women, even in the matter of domestic service, are far fewer than those open to men. The cases are comparatively few where the committee on beneficiary aid can give help in really *adequate* amounts. Education is thus becoming more and more difficult for our poorer students who are often among the brightest women in college. May I urge once more upon your attention the plan proposed in my last report, viz., that honorary scholarships be established sufficient in value to cover both board and tuition; that these scholarships be awarded at the end of the junior year to self supporting women who have sustained high rank during their college course; and that the holders of these scholarships receive, in recognition of the excellence of their college work, the title of Oberlin Scholar.

Respectfully submitted,

ALICE H. LUCE.

# Report of the Director of the Men's Gymnasium.

To the President:

Sir: The receipts and expenditures of the gymnasium for 1902-03, the first full year in the new quarters, were as follows:

## RECEIPTS.

|  |            |
|--|------------|
| From term bills of men in the College, Academy, and Conservatory ..... | \$819.25   |
| From other fees .....  | 217.00     |
| From rental .....  | 30.00      |
| From interest on endowment (\$5,000) .....                             | 225.00     |
| Miscellaneous .....  | 1.25       |
|  | <hr/>      |
|  | \$1,292.50 |

## EXPENDITURES.

|   |            |
|---|------------|
| Teaching (Director's salary not included) ..... | \$973.76   |
| Clerk hire .....                                | 31.40      |
| Stationery and printing .....                   | 30.39      |
| Janitor .....                                   | 350.00     |
| Custodian .....                                 | 92.65      |
| Fuel .....                                      | 394.47     |
| Lights .....                                    | 253.35     |
| Water .....                                     | 195.45     |
| Supplies and repairs .....                      | 175.84     |
| Insurance .....                                 | 38.98      |
| Care of grounds .....                           | 66.26      |
| Miscellaneous .....                             | 111.25     |
|   | <hr/>      |
|   | \$2,713.80 |

|                                   | Estimated. | Actual.    |
|-----------------------------------|------------|------------|
| Expenditures, 1902-03 .....       | \$2,190.00 | \$2,713.80 |
| Income, .....                     | 1,190.00   | 1,292.50   |
|                                   | <hr/>      | <hr/>      |
| Drawn from University funds ..... | \$1,000.00 | \$1,421.30 |

The excess of actual over estimated expenses was due chiefly to an unforeseen but necessary increase in the items of fuel, lights, water, care of grounds, supplies and repairs, and miscellaneous. The budget for the current year allows an expenditure of \$2,925, with an estimated income of \$1,240.

The men who made use of the gymnasium in 1902-03 were distributed as follows:



|                                | In credit<br>courses. | In other<br>classes. | Not tak-<br>ing class-<br>work. | Total No.<br>using<br>gymna-<br>sium. | No. of<br>names in<br>catalog. |
|--------------------------------|-----------------------|----------------------|---------------------------------|---------------------------------------|--------------------------------|
| The College—                   |                       |                      |                                 |                                       |                                |
| Graduates .....                | ..                    | 1                    | ..                              | 1                                     | 6                              |
| Seniors .....                  | 14                    | 4                    | 23                              | 41                                    | 44                             |
| Juniors .....                  | 17                    | 11                   | 22                              | 50                                    | 55                             |
| Sophomores .....               | 20                    | 9                    | 27                              | 56                                    | 68                             |
| Freshmen .....                 | 32                    | 23                   | 19                              | 74                                    | 81                             |
| Specials .....                 | 4                     | 4                    | 3                               | 11                                    | 13                             |
| Total College .....            | 87                    | 52                   | 94                              | 233                                   | 267                            |
| The Theological Seminary....   | ..                    | 14                   | 4                               | 18                                    | 35                             |
| The Academy .....              | 3                     | 138                  | 18                              | 159                                   | 175                            |
| The Conservatory of Music ..   | ..                    | 36                   | 3                               | 39                                    | 68                             |
| Total, all departments....     | 90                    | 240                  | 119                             | 449                                   | 545                            |
| Members of the Faculty .....   | 1                     | 7                    | 5                               | 13                                    | ..                             |
| Public schools and High Sch'l' | ..                    | 36                   | ..                              | 36                                    | ..                             |
| Business College .....         | ..                    | 18                   | ..                              | 18                                    | ..                             |
| School of Telegraphy .....     | ..                    | 4                    | ..                              | 4                                     | ..                             |
| Citizens .....                 | ..                    | 2                    | 2                               | 4                                     | ..                             |
| Grand Totals.....              | 91                    | 307                  | 126                             | 524                                   | ..                             |

A comparison with the corresponding figures for 1901-02 shows that the percentage of men in all departments who made use of the gymnasium rose from 75 to 82, and in the College department the increase was from 75 to 87 per cent. 208 new students received physical examinations, and 37 old students were re-examined, besides the large number of candidates for the different varsity teams who were given partial examinations before receiving the certificate of physical fitness without which no student is allowed to take part in an intercollegiate contest. As stated in my last report, two credit courses, an elementary and an advanced, were offered to College students. The first class met in two sections, at 8:30 and 2 o'clock, taught by Edwin and Edgar Fauver; the second class was taught by the Director, at 3 o'clock. One-third of all the men in the college department were enrolled in these courses at some time during the year, and the success and value of the new departure seem to be already assured. The action of the trustees last February in advancing Edwin Fauver to the rank of Instructor in Physical Training, with a seat in the College and General Faculties, is in line with their approval of the plan of credit courses, and tends to raise the standard of teaching to a higher level. Other classes, meeting daily and open to students in all departments, were organized at 10:30 a. m. and at 3, 4, 7:30 and 8:30 p. m. They were taught by Edwin and Edgar Fauver, Earl F. Adams, and Seeley K. Tompkins, all four graduates of the College and tutors in

the Academy. Students in the Academy were required to attend some one of these five classes at least three times a week during the twenty weeks included between November 10 and December 20, January 12 and March 28, April 13 and May 2.

It will be noticed that 60 per cent. of the men in all departments were receiving systematic training in the gymnasium with greater or less regularity. An exact statement of the numbers actively engaged in athletics is not possible, but the following estimate may be taken as a conservative one:

|                       | Varsity. | College Classes. | Academy. | Total. |
|-----------------------|----------|------------------|----------|--------|
| Football .....        | 20       | 65               | 20       | 105    |
| Basket ball .....     | 10       | 48               | 30       | 88     |
| Baseball .....        | 20       | 48               | 20       | 88     |
| Track athletics ..... | 35       | ..               | ..       | 35     |

Besides these men, most of whom use the gymnasium without being enrolled in any class, there are others who come to play handball in the basement, or to take individual exercise. When one adds further the considerable number engaged in manual labor of various sorts about the village it becomes evident that very few of our students are without some form of physical exercise.

By various small expenditures the building has been rendered more attractive and convenient. It will be necessary to add to the indoor equipment from time to time, and it is hoped that by another year a start can be made toward clearing and fitting up the open space behind the gymnasium. But at present the greatest need is for something besides bare boards on the floor of the running gallery. This is a matter of some interest to every man, and of a great deal of interest to many men. The customary covering of felt and canvas will cost \$340, laid in place, and the Committee on Men's Gymnasium recommend that a special appropriation of that amount for a running track be made in the next budget.

During the Easter vacation the Director gave a course of ten lectures on the history and literature of physical training before the students of the Chicago Secretarial Institute and Training School of Young Men's Christian Associations. On April 7 and 8 he attended the biennial convention of the American Association for the Advancement of Physical Education, in Detroit and Ann Arbor, and read a paper on German normal schools of gymnastics before one of the sections. The greater part of the summer vacation was devoted to the elaboration of one of the courses given annually to students in Oberlin College.

Respectfully submitted,  
FRED EUGENE LEONARD.

# Report of the Director of the Women's Gymnasium and of the Normal Course in Physical Training for Women.

To the President:

Sir: The need of a gymnasium for the women as stated in my last report is more pressing this year than last on account of the increase in the number of students and the rapid growth of the Normal Course.

The number in attendance at the gymnasium for the year 1902-03 was distributed as follows:

Students electing the new courses for which one hour's credit is given.

| FIRST SEMESTER—  |     | SECOND SEMESTER— |    |
|------------------|-----|------------------|----|
| Freshmen .....   | 38  | Freshmen .....   | 29 |
| Sophomores ..... | 30  | Sophomores ..... | 16 |
| Juniors .....    | 12  | Juniors .....    | 14 |
| Seniors .....    | 14  | Seniors .....    | 10 |
| Specials .....   | 7   | Specials .....   | 3  |
| Total .....      | 101 | Total .....      | 72 |

College students electing Academy classes .....

20

Conservatory students electing the work .....

110

Academy students of whom the work is required.....

113

Total for the year .....

368

Academy students excused on account of physical inability to do the work .....

5

Academy students excused because they give at least two hours a day to domestic work .....

38

This fall a number of College and Conservatory students have been debarred because there was no more room in the classes to which they could be admitted.

After permission was given to raise five thousand dollars (\$5,000) for a Recreation Field, several meetings were called in which the following guarantees were given by the women of the College:

|                    |         |
|--------------------|---------|
| Faculty .....      | \$1,150 |
| Seniors .....      | 500     |
| Juniors .....      | 500     |
| Sophomores .....   | 500     |
| Freshmen .....     | 500     |
| Academy .....      | 500     |
| Conservatory ..... | 500     |

It was hoped that some individual would be found who would give the remaining thousand with the privilege of naming the Field. Of the sum guaranteed, one thousand dollars (\$1,000) has been paid into the College Treasury. Immediate use was made of seventy-four dollars and thirty-eight cents (\$74.38) to enclose a much needed basket ball court. Many of the young women, rather than solicit money from their friends, have earned their guarantees. They polished shoes, darned stockings, sold violets, painted posters, etc.

The young women of the Senior Physical Training Class gave a gymnasium exhibition at which some sixty dollars (\$60.00) were cleared for the Field.

In March the Director presented a paper before the American Physical Education Association at Detroit. Miss Wickwire and the members of the Senior Physical Training Class were also present at the meeting.

Miss Wickwire attended the Harvard Summer School of Physical Training and the Director took an Art and History tour abroad during the summer.

#### NORMAL COURSE IN PHYSICAL TRAINING.

The Freshman and Sophomore classes are now as large as can be accommodated in the present gymnasium. There is every prospect that the number in the Freshman class will exceed the limit of ten next year. As applications for teachers are largely in excess of the number that can be supplied, it is to be regretted that more gymnasium room is not available.

The number of students is as follows:

|                  |    |
|------------------|----|
| Freshmen .....   | 10 |
| Sophomores ..... | 10 |
| Juniors .....    | 7  |
| Seniors .....    | 6  |

The courses in Applied Anatomy, Physical Examination and Diagnosis, Massage, Medical Gymnastics and Emergencies were given as usual. The number in each class was seven.

A fine adult human skeleton has been added to the laboratory material for the anatomy classes.

In June, Miss Alberta J. Cory, a former instructor in the Gymnasium, was here for three weeks and gave some very valuable courses in Practical Gymnastics.

The health of the young women in all departments of the Institution for the past year has been unusually good.

Respectfully submitted,

DELPHINE HANNA.

# Report of the Acting Dean of College Men.

To the President:

Sir: You have been yourself so closely identified with the discipline of the College and have done so much in an individual as well as in a general way to determine the attitude and behavior of the student body, that a report from the Acting Dean of Men seems scarcely necessary.

In addition to the regular excusing work done by the Dean it has been his practice to meet and counsel with all who wished to use the office for any help soever. Many courses of study have there been considered, many conferences on student "outside" interests, many questions of personal conduct have been reviewed, and indeed the office hour has so frequently been inadequate to the demands that additional time has had to be given to interests centering there.

To one who has seen the increasing demands made upon such an office and the splendid opportunity it affords to permanently influence the lives and character of our college men, it is particularly gratifying that the College has seen its way to appoint a permanent Dean of College Men with leisure to study the problems of the office and opportunity to realize some of its possibilities.

In spite of the handicap of full teaching work and the abundant labor incident to Debate and Oratory, the work of the office has been in large measure very enjoyable. While I appreciate the relief which gives me more vitality for my teaching work I shall yet miss that close relationship with the college men which is the largest compensation the office affords.

There have been during the past year no serious cases of discipline, no expulsions, and but few cases of any kind have come before the committee. I repeat what I have said in previous reports, the men of the college seem generally disposed to maintain good order and uphold the honor and good name of the Institution.

Respectfully submitted,

WILLIAM G. CASKEY.

# Report of the Dean of the Theological Seminary.

To the President:

Sir: So short a time has elapsed since my appointment to the deanship that I defer a detailed survey of the situation until another year. Several things have been already accomplished. An office has been established in Council Hall and the constant association with the students which this arrangement facilitates has been of marked value. The immediate duty of the Dean, so far as outside relations are concerned, seems to be to join other members of the Faculty in developing a close connection between the Seminary and the churches and between the Seminary and the Congregational Colleges which might be expected to send regularly to this Seminary some portion of those among their graduates who enter the ministry. To do this requires time, but a good beginning has been made. I have traveled since the middle of last May over twelve thousand miles without expense to the Seminary, and have had an opportunity to meet large bodies of college students in various parts of the United States, and many of the Congregational ministry.

The attendance at the present time is thirty-nine, and the number will be somewhat increased before the end of the year. Of these thirty-nine, twenty-nine are in the three regular classes, five are in the so-called Pastor's Course, four are in the Slavic Department and one additional student is enrolled for post-graduate work. The entering class numbers twelve men, and is a larger class than any that has entered since 1894-95. All of the class are college graduates (or will be by the end of the year), which was not true in 1894-95. In the past few years the Seminary has abolished the English Course and has begun to require college graduation as a condition of entrance into the regular course. There are more college graduates in the Seminary at the present time than there have been before since the year 1890, when the number was slightly larger than at present. The average number of college graduates in the entering class during the last ten years has been about six.

Since we no longer give beneficiary aid directly to the students, but either loan it or award it in the form of prize scholarships for

marked excellence in scholarship, it has seemed to me essential that we afford students an opportunity to earn a portion of their expenses in such a way as not to interfere with, but rather contribute to, the efficiency of their theological training. The sum of \$180 a year is sufficient to meet all of a student's regular expenses, and our Seminary environment affords possibilities for self-support of the kind just mentioned that are not surpassed by those of seminaries located in large cities, although as yet we have scarcely begun to realize them. The country districts about Oberlin need such work as students are well able to do, and we hope to arrange with pastors in neighboring towns and in Cleveland to have students do some work under their supervision. Besides the twelve students who are now regularly supplying churches in Northern Ohio there are eight students doing religious work other than regular preaching. Two of them are working under the direction of the pastors of the First and Second Churches in Oberlin; two or three are, or soon will be, doing social settlement work; and three others are holding Sunday school and informal preaching services in country school houses on the Sabbath. To pay these men for this work requires the raising of \$800 or more of new money for the present year. A good portion of this is already raised, but not all of it, and from \$1,000 to \$1,500 will be needed next year if the work grows as I hope it may. Nearly all of these men will meet once a week for the next two months for a series of conferences upon the best way to present the gospel to individuals, and in this way an effort will be made to have this outside practical work make a decided contribution to the efficiency of the theological training given here. It certainly will be of advantage to the students to be in some vital touch with practical work during the period of their critical study, and we shall be likely to continue the tradition of good pastoral work and effective preaching which we have inherited and which gives our graduates good standing in the churches.

The Seminary curriculum has been carefully wrought out by the Faculty and the method of instruction is calculated to produce thorough and reasonably independent scholarship. We have in consequence the enthusiastic support of our students.

The relations between the Seminary and the College are most cordial and our students are in touch with all the varied interests of college life. This is the third year that a Seminary student has acted as Secretary of the College Young Men's Christian Association, giving half his time to that work.

After a longer study of the Seminary's financial situation I propose to report from the Theological Faculty a detailed statement regarding the whole subject and regarding the various points at which the development of the work is desirable. The Seminary is administered with marvelous economy, but the falling rate of interest makes the income from the funds set apart by the Trustees some years ago for the use of the Seminary inadequate to our present budget, to say nothing of the points at which the present budget should be enlarged. The most pressing general needs are such an increase of these funds as shall enable the Seminary to meet its present budget, and money in the form of scholarships the income of which may be available to remunerate students for such practical work as I have described above. The Seminary gratefully acknowledges the addition to its funds of a \$1,000 scholarship contributed by the family of Mr. J. D. Fowler out of the estate of his son, Charles E. Fowler, a member of the Seminary class of 1902, who died suddenly soon after beginning a very successful pastorate in Rogers, Arkansas.

Respectfully submitted,

EDWARD I. BOSWORTH.



## Report of the Principal of Oberlin Academy.

To the President:

Sir: The increase in the number of students in the Academy during the year 1902-03 was very encouraging. There was an increase of something like 20 per cent. Another encouraging point connected with this increase is the growth in the lower classes. For some years these classes have been exceedingly small. Both last year and this year, however, the Junior and Junior Middle classes are very much larger than they have been recently. If we can hold these students through their Academy course, it will mean both increase in numbers, and also a better chance to train students from the very beginning of their secondary study. The latter opportunity the teachers in the Academy very much appreciate.

The two buildings which the Academy occupies, French and Society Halls, have been put in decidedly better shape during the last year. They do not, however, at all satisfy the demand of the Academy for a new building. They furnish no center for the life of the Academy. There are no rooms which can be used for general purposes. So far as the class-room work is concerned, however, the recitation rooms are fairly satisfactory; they are at least a very great improvement over the old rooms. The heating plant has not been sufficiently tested yet to make it certain that it will keep the rooms properly warmed; still we hope that this will be the result. A study room has been fitted up in French Hall, where the students who desire may find a place to go for an hour or more between classes, thus avoiding loss of time in going to their own rooms. Teachers can also require students who need this assistance to be in the study room at certain hours during the day and do their work under the supervision of the teacher in charge. A new laboratory for the use of the classes in Botany and Zoölogy has been fitted up in Society Hall, which seems likely to prove quite satisfactory, and adequate to the present needs of these classes. Most of the other rooms have been fitted with new and comfortable seats; there are still three rooms, however, which will need to be seated next summer.

The Academy courses have been somewhat enlarged along the lines of English, Science, and History. The Academy offers a course in elementary Botany, and one in elementary Zoölogy, which run throughout the year. Three new courses have been added in English, and one new course in History. With its present courses, the Academy can justly claim that it is ready to fit students for entrance to any college.

A special Academy boarding-house has been opened for girls. An effort will be made to have a somewhat restricted list of houses in which Academy boys are to find their homes. Until a new school building and dormitories can be secured, this seems to be the wisest plan that can be made.

The special advertising for the Academy has been continued through the year, with fairly satisfactory results. A special Academy catalogue will be published within a few months.

The greatest present need of the Academy seems to be to get its advantages clearly and forcibly presented to young people who are likely to have an opportunity to prepare for college and technical schools, or to secure merely an elementary education.

The Principal would be glad again to call the attention of the Trustees to the report of the Advisory Committee, in which it is suggested "that some well qualified person be engaged as soon as possible to follow up the matter of advertising, correspondence, etc., in the same manner as it is done in the College, and devote as much time as possible to the matter of visiting high schools and township central schools of the right grade, to talk with prospective students, to answer requests for catalogues *in person*, whenever that is feasible, and in this way promote the interests of the Academy, and of the College at the same time. Such a man might possibly do some teaching during the Fall and Winter terms, and devote all his time to traveling during the Spring and Summer. It would not be impossible for the right person to look after the interests of the Academy and of the College on the same trip. *The point to be emphasized is, that as much personal visitation of parents, teachers and students as possible be done by one man devoting all his time to it, or by a number of men devoting a part of their time to the work.*" The plan for "a number of men to devote a part of their time to this work" does not seem to the Principal or the teachers of the Academy a feasible one. They feel clear that, for the present at least, the entire time and thought of one man are demanded for this work.

Respectfully submitted,

JOHN FISHER PECK.

# Report of the Director of the Conservatory.

To the President:

Sir: The work of the Conservatory has gone on during the past year without hindrance or marked incident, except the loss by fire of the Chapel organ, which crippled the work in the organ department to such an extent that it must have ceased altogether had it not been for the courtesy of the two churches in placing their organs at our disposal. Out of our ashes, however, is arising the largest and most perfectly appointed organ yet possessed by us.

The new organ comes from the private residence of the late Mr. W. S. Kimball, of Rochester, New York, and is partly purchased from, partly donated by, his son, Mr. Harold C. Kimball. It is a large instrument of three manuals, forty stops, and nearly three thousand pipes; built by Roosevelt, and has long had the reputation of being one of the choicest organs in this country. It is being placed in Warner concert hall and will be ready for its formal opening some time in November.

The pupils in the organ department show a marked increase in numbers and enthusiasm, due, no doubt, to the splendid series of organ concerts which Dr. Andrews has given here and elsewhere in the country during the past few years.

The material changes in Warner Hall have been in making eleven more practice rooms, substituting electric for water power in pumping the organs and running the elevator, and in making connections with the new Central Heating Plant.

For the first time, the concert hall has proven too small to seat the audience of the Artist Recital Course, and with regret, the general public had to be excluded. Plans are under consideration for the enlargement of the concert hall, and it is hoped that they may be carried out next summer.

Some important changes have been made in our courses of study, and by vote of the Trustees at their meeting in June, the degree of Bachelor of Music will be conferred upon those who complete the course.

The need of more dormitories for young women is felt by the Conservatory. Many pupils are turned away because of the inability to secure accommodations in the College Halls.

Three of our instructors, Messrs. Hastings, Horner, and Lindquist, are studying in Germany. We hope to secure their services again after their more thorough preparation is complete.

Miss Kate Waldo Peck, class of '90, joins our faculty as instructor of singing. Miss Peck has had the privilege of study abroad, as well as several years of most successful work as a singer and teacher in Brooklyn, New York. Her success with us is assured.

Mr. Alderfer and Mr. Davis, both graduates of last year's class, have been retained as instructors in piano and organ respectively.

The following table shows the number of students during the past year:

|                    | Women. | Men. | Total. |
|--------------------|--------|------|--------|
| Fall, 1902 .....   | 436    | 64   | 500    |
| Winter, 1903 ..... | 462    | 85   | 547    |
| Spring, 1903 ..... | 405    | 84   | 489    |

Table showing the number of students who have studied in both Conservatory and College:

|                    | Conservatory and College. | Conservatory alone. | Classed Conservatory. | Classed College. |
|--------------------|---------------------------|---------------------|-----------------------|------------------|
| Fall, 1902 .....   | 151                       | 349                 | 414                   | 65               |
| Winter, 1903 ..... | 172                       | 375                 | 449                   | 74               |
| Spring, 1903 ..... | 138                       | 351                 | 394                   | 43               |

The following table gives departments taught, with number of students in each:

|                                     | Fall, 1902. | Winter, 1903. | Spring, 1903. |
|-------------------------------------|-------------|---------------|---------------|
| Harmony .....                       | 179         | 173           | 169           |
| Counterpoint .....                  | 6           | 9             | 9             |
| Fugue and Canon.....                | 19          | 21            | 13            |
| Ear training .....                  | 24          | 90            | 59            |
| History of Music .....              | 47          | 53            | 35            |
| Pianoforte .....                    | 412         | 425           | 360           |
| Organ .....                         | 53          | 60            | 63            |
| Singing .....                       | 248         | 269           | 260           |
| Violin and 'Cello .....             | 44          | 49            | 44            |
| Wind instruments .....              | 6           | 4             | 2             |
| Public School Music Instruction.... | ..          | 37            | 30            |

Respectfully submitted,

CHARLES W. MORRISON.

# Report of the Chairman of the Summer School.

To the President:

Sir: Professor Anderegg acted as Chairman of the Summer School Committee during its session in 1903. In view of his absence in Europe it falls to me to present the report of the Committee for the past summer.

The number of teachers employed was nine—a smaller number than we have usually had, and also smaller than the Committee desired. Three of these teachers had not been Oberlin teachers during the previous year. These three were Professor Frederick A. Bushee, Ph. D., of the Collegiate Department of Clark University; C. W. Balke, '02, O. C., Graduate Student in the University of Pennsylvania, and R. L. Baird, '02, O. C., Principal of Denmark Academy, Iowa. The work of all three of these gentlemen proved very satisfactory and fully justified the experiment of their appointment.

The public weekly lectures of the Summer School were delivered by Professor G. F. Wright, President H. C. King, Professor C. B. Martin, Dr. F. A. Bushee, Professor C. H. A. Wager, and Professor L. B. Hall.

The number of students enrolled was 97—a cheering increase upon the numbers in attendance for the two preceding summers, but somewhat below the numbers reached in some past years. Of these 97 students 59 had been members of the College or Academy, 9 had been members of the Conservatory or of the Public Schools, and 29 had come from outside communities. They were organized into classes as follows:.

|                                    |                           |    |
|------------------------------------|---------------------------|----|
| Algebra .....                      | Professor Anderegg .....  | 10 |
| Classical Archæology .....         | Professor Martin .....    | 7  |
| Chemistry .....                    | Mr. Balke .....           | 8  |
| Economics .....                    | Professor Bushee .....    | 15 |
| History of English Literature..... | Professor Wager .....     | 22 |
| Theory of Poetry.....              | Professor Wager .....     | 12 |
| Old English Grammar.....           | Professor Wager .....     | 5  |
| Ethics .....                       | Professor MacLennan ..... | 14 |
| Geometry .....                     | Professor Anderegg .....  | 5  |
| German 1 and 2.....                | Professor Martin .....    | 11 |
| German 3 .....                     | Professor Anderegg .....  | 12 |

|                            |                           |    |
|----------------------------|---------------------------|----|
| Government in America..... | Professor Hall .....      | 8  |
| American History .....     | Professor Hall .....      | 7  |
| English History .....      | Professor Hall .....      | 6  |
| Oratory .....              | Professor Caskey .....    | 18 |
| Ornithology .....          | Mr. Baird .....           | 12 |
| Pedagogy .....             | Professor MacLennan ..... | 5  |
| Psychology .....           | Professor MacLennan ..... | 14 |
| Sociology .....            | Professor Bushee .....    | 12 |

It will be noted that only 19 courses were offered the past summer, as against 21 the previous summer. Not more than three courses could be fairly reckoned as Academy courses. In other words the School had to seek its support almost exclusively from our College students with such teachers as might be desirous of pursuing College studies.

The four members of the Summer School Committee (and it is well known that Professor Anderegg heartily sustains the petition) urgently pray the Trustees to consider whether it will not be possible to grant a guarantee fund to the Summer School for the next three years of \$300 per year. The Committee do not expect to spend quite all that sum, but they do fear that, for the first year at least, two-thirds of that amount will be needed to make good the financial deficiency which they expect to follow, if they are allowed to undertake the enlargement of the work of the Summer School which they very much desire to do. That enlargement would consist in offering six Normal courses which they hope would attract Public School teachers.

The six courses they propose for the first summer, subject to modification, if it should seem to be wise to make some changes, are as follows:

1. A course in Methods of Primary Instruction.
2. A Normal course in Nature Study.
3. A Normal course in Arithmetic.
4. A Normal course in English Grammar.
5. A Normal course in Geography.
6. A Normal course in History (for Grade or early High School work).

The Committee hope that competent teachers for these courses could be secured for the sum now paid to College teachers for Summer work, viz., \$50 per course. They do not recommend that College credit be given for these courses; and hence the tuition to pay for this instruction must come from teachers who are drawn to the Summer School for the sake of these studies. The Committee hope that

in three years the courses might be self-sustaining, but they do not expect it at first; and hence the necessity for a guarantee fund if the effort is to be made at all. The Committee do not urge this enlargement for the sake of the Summer School, but for the sake of its ultimate advantages for Oberlin College. The University of Chicago Register for 1902-03 catalogues 236 men and 439 women as "Unclassified Students;" and we believe that most of these 675 students were members of the Chicago Summer School of 1902, and were, at least very largely, engaged in teaching for the remainder of the year. The University of Wooster catalogues 420 students in its Summer School for 1902; and, as its courses were, for the most part, Academic and Normal, with very few College studies offered, it is reasonable to believe that a large part of these 420 students were actively engaged as teachers. Miami University for the year, 1902-03, received from the State of Ohio \$10,000 to support a Normal Department. Of this sum the Trustees appropriated \$2,000 to the Summer School. As a result, its Summer School for 1903 offered a large number of Normal courses at practically free tuition; a merely nominal Registration Fee of \$3 being charged for the term.

Many friends of Oberlin have felt for years that she was losing much in many ways because she had so little connection with the schools and teachers of Ohio; and many plans have been discussed, and some have been tried, with the hope of remedying the condition. Your Committee are convinced that the easiest, cheapest and most effective method of establishing such relations with the Ohio schools as are universally desired, will be found in offering such Normal courses as have been given in the Summer Schools of other Colleges of the State. They believe that such a plan will attract no inconsiderable number of present teachers, and will, to a certain degree, create a loyalty to Oberlin and its interests that will help us much for years to come. They believe that this method, if successful, will prove much more efficient in winning new students to Oberlin than any similar sum expended in advertising or in visiting schools. The amount of money necessary for a modest trial of the scheme is so small that your Committee are very hopeful that the Trustees will feel that it is wise to enter upon the plan at once.

Respectfully submitted in behalf of the Committee on the Summer School.

L. B. HALL.

# Report of the Superintendent of Buildings and Grounds.

To the President:

Sir: No property in Oberlin has been acquired by the College during the past year, either for College use or for renting. The following buildings have been lost by fire: College Chapel, livery barn, a smaller barn and a blacksmith shop on the rear of the Straus Block lot; a barn and coal sheds on the Keep Home lot. With the exception of the blacksmith shop these buildings were entirely destroyed. The clearing up of the Chapel site, including the cleaning and removal of 183,000 brick and of the heaters and other material, cost \$576.28. The value of the material saved was not less than \$1,200. The livery barn was valued at about \$1,500, while the other buildings were of small value partly covered by insurance.

The loss of the Chapel was the most serious, not alone because of temporary inconvenience, but in the loss of books and records and in the necessity of finding other less suitable places for the Chapel meetings and for the College offices. The former have been held in the First Congregational church. A dwelling house on West College street belonging to the College was taken for the offices. Numerous alterations, including the building of a fire-proof vault, were made at a cost of \$731.62 and new furniture and office fixtures purchased at a cost of \$886.50. This building, being old and poorly built, is ill adapted to such use, some of the offices being much too small while others are poorly lighted.

The Oberlin Electric and Heating Co. have installed a central heating and lighting plant in the village and have contracted to heat the following College buildings: Lord and Baldwin Cottages, Talcott, Sturges, Warner, Peters, and Stewart Halls, Women's Gymnasium, Spear Library and the Straus Block. The Prudential Committee employed Richard D. Kimball, of Boston, to prepare plans and supervise the installation of the heating systems in these buildings. Entirely new plants were placed in Peters, Sturges and Stewart Halls. In the other buildings use was made of existing plants, additional radiation being provided in Baldwin Cottage, Lord Cottage and Talcott Hall. In Peters Hall special provision was made for ventilation. Many of the bills for this work are still outstanding so that a statement as to the cost cannot be made at this time. The same company is to fur-



nish electricity for power and for such lighting as the College may desire. The present lighting of Spear Library is both inadequate and unsafe and as soon as possible electric lighting will be substituted.

Society Hall, one of the Academy buildings, was improved much as French Hall was last year by putting in a furnace, modern seats, new floors where needed, etc. A large room on the second floor was divided, one-half to be used as formerly by the Art Department and the other half as a laboratory for the Academy. In the corresponding large room in French Hall the raised floor was removed, new floors laid and new seats provided. This is to be used as an Academy study room and recitation room for large classes. The cost of these improvements was \$1,143.93 which, with the former expenditure on French Hall, makes a total of \$2,164.77 used in making the improvements recommended by the Academy Committee of the Board of Trustees.

An unfinished part of the fourth floor in Peters Hall was put in order for a Psychological Laboratory at a cost of \$119.62. Additional space for this purpose is very much needed.

Alterations costing \$198.50 were made in the interior of Stewart Hall so as to increase the size of the front hall, changing the front entrance from Lorain to Main street; also providing a large front room for a parlor. These changes, together with steam heat and new parlor furnishings, make this building much more attractive than ever before.

At the Johnson House on West Lorain street, purchased last year, a bath room was added and the west side extended to enlarge the dining room at a cost of \$257.71, the tenant to pay 10 per cent additional annual rent on this amount.

A plate glass front was put in another of the store rooms of the Straus Block and the interior fitted up for a tenant at a cost of \$318.30. Only one of the original fronts now remains.

By order of the State Inspector, fire escapes were placed on the front and rear of Lord Cottage at a cost of \$100.

An open ditch across the north end of the Lord Cottage lot was replaced with a 3-foot brick sewer costing \$328.69. Earth from the street was used to fill up and grade this part of the lot and of the lot adjoining it also owned by the College. Grading on the Campus around and near the Memorial arch was completed. The ordinary repairs have been unusually numerous this year. It seems to me that an effort should be made to sell certain pieces of property where the houses are old and the net returns small.

Respectfully submitted,

C. P. DOOLITTLE.

# Statistics of Instruction.

Year of 1902-03.

The schedule numbers in the following tables refer to the courses as described in the catalogue for 1901-02.

In science courses the hours of instruction spent by the teacher in laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular recitation.

## I. The College.

| Name of Teacher.   | Schedule Number. | Description of Course. | I. Semester.            |                |          | II. Semester.           |                |          |
|--------------------|------------------|------------------------|-------------------------|----------------|----------|-------------------------|----------------|----------|
|                    |                  |                        | Teaching hrs. per week. | Students. Men. | Wo. men. | Teaching hrs. per week. | Students. Men. | Wo. men. |
| ANATOMY            |                  |                        | L 8                     |                |          |                         |                |          |
| Leonard.....       |                  | Human Anatomy..        | R 1                     | 4              | 8        |                         |                |          |
| ASTRONOMY          |                  |                        | L 2                     |                |          | L 2                     |                |          |
| St. John.....      | 1- 2             | Gen. Astronomy..       | R 2                     | 7              | 2        | R 2                     | 4              | 0        |
| BIBLE AND THEOLOGY |                  |                        |                         |                |          |                         |                |          |
| Bosworth ....      | 3                | Freshman Bible ...     | 2                       | 92             | 117      |                         |                |          |
| Bewer .....        | 6                | Sen. Bible (Eng.)...   |                         |                |          | 2                       | 6              | 24       |
| Bosworth. ...      | 14               | Sen. Bible (Greek).    |                         |                |          | 2                       | 1              | 9        |
| King .....         | 9                | Senior Theology...     | 2                       | 50             | 57       |                         |                |          |
|                    |                  |                        | —                       | 142            | 174      | —                       | 7              | 33       |
| BIBLIOGRAPHY       |                  |                        |                         |                |          |                         |                |          |
| Root.....          | 2                | Use of Books.....      |                         |                |          | 2                       | 4              | 5        |
| " .....            | 3                | Hist. Printed Book     | 2                       | 1              | 5        |                         |                |          |
| " .....            | 4                | Illus. of Books.....   |                         |                |          | 2                       | 4              | 15       |
|                    |                  |                        | —                       | 1              | 5        | —                       | 8              | 20       |
| BOTANY             |                  |                        | L 12                    |                |          | L 12                    |                |          |
| Grover .....       | 1- 2             | Gen. Morphology..      | R 2                     | 10             | 13       | R 2                     | 10             | 11       |
|                    |                  |                        | L 6                     |                |          | L 12                    |                |          |
| " .....            | 3- 4             | Plant Ecology.....     | R 2                     | 0              | 1        | R 2                     | 5              | 9        |
| " .....            | 7- 8             | Class. Flow. Pl'ts.    | L 3                     | 1              | 1        | L 5                     | 2              | 2        |
| " .....            | 10               | Class. Algae, etc...   |                         |                |          | L 3                     | 0              | 1        |
|                    |                  |                        | —                       | 11             | 15       | —                       | 17             | 23       |

| Name of<br>Teacher.     | Schedule<br>Number. | Description<br>of Course. | I. Semester.                       |                   |             | II. Semester.                      |                   |             |
|-------------------------|---------------------|---------------------------|------------------------------------|-------------------|-------------|------------------------------------|-------------------|-------------|
|                         |                     |                           | Teach-<br>ing hrs.<br>per<br>week. | Students.<br>Men. | Wo-<br>men. | Teach-<br>ing hrs.<br>per<br>week. | Students.<br>Men. | Wo-<br>men. |
| CHEMISTRY               |                     |                           | L 30                               |                   |             |                                    |                   |             |
| Jewett .....            | 1                   | G'l Inorg. (2 lab. s.)    | R 3                                | 70                | 80          |                                    |                   |             |
| Taylor.....             | 2                   | Qual. Analysis.....       |                                    |                   |             | L 16                               |                   |             |
| " .....                 | 3                   | Quant. Analysis...        | L 10                               | 12                | 0           | R 2                                | 44                | 15          |
| Jewett .....            | 4                   | Organic .....             |                                    |                   |             | L 5                                |                   |             |
| Taylor.....             | 5                   | Phy. & Theo. Chem.        | L 2                                |                   |             | R 3                                | 8                 | 1           |
| Jewett.....             | 7                   | Assaying .....            | R 2                                | 2                 | 0           |                                    |                   |             |
|                         |                     |                           | L 4                                | 5                 | 1           |                                    |                   |             |
|                         |                     |                           |                                    | 89                | 81          |                                    | 52                | 16          |
| CHRISTIAN EVIDENCES     |                     |                           |                                    |                   |             |                                    |                   |             |
| G. F. Wright            |                     | Logic of Ch. Ev...        |                                    |                   |             | 3                                  | 6                 | 9           |
| CLASSICAL ARCHAEOLOGY   |                     |                           |                                    |                   |             |                                    |                   |             |
| Martin.....             | 6                   | Hist. Greek Sculp.        |                                    |                   |             | 2                                  | 5                 | 31          |
| " .....                 | 8                   | Ex. of Sel. Mon...        |                                    |                   |             | 1                                  | 5                 | 31          |
|                         |                     |                           |                                    |                   |             |                                    | 10                | 62          |
| ECONOMICS AND SOCIOLOGY |                     |                           |                                    |                   |             |                                    |                   |             |
| Bogart.....             | 1                   | Political Economy         | 5                                  | 33                | 14          |                                    |                   |             |
| " .....                 | 2                   | Con. & Inter. Law         |                                    |                   |             | 3                                  | 37                | 2           |
| " .....                 | 4                   | Econ. Hist. of U.S.       |                                    |                   |             | 2                                  | 36                | 15          |
| " .....                 | 5                   | Public Finance....        | 3                                  | 18                | 1           |                                    |                   |             |
| " .....                 | 8                   | R. R. & Tariff Prob.      |                                    |                   |             | 3                                  | 18                | 5           |
| " .....                 | 11                  | Socialism.....            | 2                                  | 10                | 8           |                                    |                   |             |
| " .....                 | 12                  | Practical Sociology       |                                    |                   |             | 2                                  | 11                | 25          |
| " .....                 | 15-16               | Economic Seminar          | 2                                  | 7                 | 0           | 2                                  | 7                 | 0           |
|                         |                     |                           |                                    | 68                | 23          |                                    | 109               | 47          |
| ENGLISH COMPOSITION     |                     |                           |                                    |                   |             |                                    |                   |             |
| Barrows.....            | 1- 2                | Freshman (5 sec.)..       | 5                                  | 96                | 115         | 5                                  | 73                | 102         |
| " .....                 | 2a                  | " El. Co. (2 sec)         |                                    |                   |             | 4                                  | 36                | 55          |
| Wager.....              | 3- 4                | Sophomore (2 sec).        | 4                                  | 77                | 79          | 4                                  | 70                | 75          |
| " .....                 | 5- 6                | Advanced .....            | 1                                  | 11                | 26          | 1                                  | 11                | 23          |
|                         |                     |                           |                                    | 184               | 220         |                                    | 190               | 255         |
| ENGLISH LITERATURE      |                     |                           |                                    |                   |             |                                    |                   |             |
| Wager.....              | 1- 2                | Hist. Eng. Lit.....       | 2                                  | 35                | 88          | 2                                  | 29                | 86          |
| " .....                 | 3- 4                | Old English.....          | 2                                  | 1                 | 19          | 2                                  | 1                 | 14          |
| " .....                 | 7                   | Theory of Poetry..        | 3                                  | 7                 | 20          |                                    |                   |             |
| " .....                 | 8                   | Spencer and Milton        |                                    |                   |             | 3                                  | 7                 | 31          |
| Luce .....              | 9-10                | Shakespeare .....         | 3                                  | 20                | 36          | 3                                  | 19                | 39          |
| " .....                 | 13-14               | Masterp's 19th Cen.       | 3                                  | 19                | 38          | 3                                  | 22                | 38          |
|                         |                     |                           |                                    | 82                | 201         |                                    | 78                | 208         |

| Name of Teacher. | Schedule Number. | Description of Course. | I. Semester.            |                |                    | II. Semester.           |                |                    |
|------------------|------------------|------------------------|-------------------------|----------------|--------------------|-------------------------|----------------|--------------------|
|                  |                  |                        | Teaching hrs. per week. | Students. Men. | Students. Wo- men. | Teaching hrs. per week. | Students. Men. | Students. Wo- men. |
| FRENCH           |                  |                        |                         |                |                    |                         |                |                    |
| Cowdery...       | 1- 2             | Beginning.....         | 4                       | 11             | 18                 | 4                       | 10             | 19                 |
| Wightman...      | 1- 2             | ".....                 | 4                       | 12             | 15                 | 4                       | 9              | 15                 |
| Cowdery.....     | 3- 4             | Second year.....       | 3                       | 12             | 27                 | 3                       | 11             | 29                 |
| Wightman...      | 5- 6             | Composition.....       | 1                       | 5              | 13                 | 1                       | 6              | 5                  |
| ".....           | 7- 8             | Prose of 19th Cent.    | 3                       | 4              | 20                 | 3                       | 6              | 13                 |
| ".....           | 13               | Poet. of 17 & 18 Cen.  | 3                       | 0              | 10                 |                         |                |                    |
| ".....           | 14               | Poetry of 18th Cen.    |                         |                |                    | 3                       | 2              | 4                  |
| ".....           | 15-16            | Advanced Comp...       | 1                       | 4              | 9                  | 1                       | 1              | 5                  |
| ".....           | 17-18            | Hist. French Lit...    | 2                       | 1              | 2                  | 2                       | 0              | 3                  |
| ".....           |                  | French Club.....       |                         | 2              | 10                 |                         | 2              | 13                 |
|                  |                  |                        | 51                      | 124            |                    | 47                      | 106            |                    |
| GEOLOGY          |                  |                        |                         |                |                    |                         |                |                    |
| A.A. Wright      | 1                | General.....           | L 1                     |                |                    |                         |                |                    |
| "                | 2                | Advanced.....          | R 5                     | 6              | 4                  | 3                       | 4              | 2                  |
| G. F. Wright     | 6                | Quaternary.....        |                         |                |                    | 3                       | 10             | 23                 |
|                  |                  |                        |                         | 6              | 4                  |                         | 14             | 25                 |
| GERMAN           |                  |                        |                         |                |                    |                         |                |                    |
| McDaniels...     | 1- 2             | Beginning.....         | 4                       | 15             | 19                 | 4                       | 12             | 13                 |
| Mrs. Swing.      | 3- 4             | Second yr. (2 sec.)    | 8                       | 22             | 28                 | 8                       | 19             | 25                 |
| Abbott.....      | 3- 4             | ".....                 | 4                       | 12             | 18                 | 4                       | 10             | 15                 |
| ".....           | 5- 6             | Drama.....             | 3                       | 11             | 16                 | 3                       | 7              | 11                 |
| ".....           | 7- 8             | Advanced Comp...       | 1                       | 8              | 10                 | 1                       | 9              | 11                 |
| ".....           | 9-10             | Rapid Reading.....     | 2                       | 10             | 14                 | 2                       | 8              | 15                 |
| ".....           | 13-14            | Goethe, Schiller...    | 3                       | 4              | 9                  | 3                       | 5              | 7                  |
| ".....           | 15               | Hist. German Lit...    | 2                       | 1              | 5                  |                         |                |                    |
| ".....           | 16               | Recent Drama.....      |                         |                |                    | 2                       | 4              | 7                  |
|                  |                  |                        | 83                      | 119            |                    | 74                      | 104            |                    |
| GREEK            |                  |                        |                         |                |                    |                         |                |                    |
| Martin.....      | 1- 2             | Freshman (2 sec.)..    | 8                       | 18             | 17                 | 8                       | 16             | 17                 |
| ".....           | 5                | Theocritus.....        | 2                       | 8              | 6                  |                         |                |                    |
| ".....           | 6                | Plutarch.....          |                         |                |                    | 2                       | 5              | 2                  |
| ".....           | 9-14             | Greek Tragedy.....     | 3                       | 4              | 16                 | 3                       | 3              | 14                 |
|                  |                  |                        | 30                      | 39             |                    | 24                      | 33             |                    |
| HISTORY.         |                  |                        |                         |                |                    |                         |                |                    |
| Mrs. Johnston    | 1- 2             | Spain, Italy.....      | 2                       | 21             | 51                 | 2                       | 35             | 55                 |
| ".....           | 3- 4             | Mediæval.....          | 5                       | 24             | 34                 | 5                       | 18             | 17                 |
| ".....           | 5- 6             | Hist. of Art.....      | 2                       | 16             | 19                 | 2                       | 22             | 23                 |
| Hall.....        | 9-10             | English.....           | 3                       | 13             | 12                 | 3                       | 29             | 29                 |
| ".....           | 11-12            | American, Outline      | 2                       | 19             | 18                 | 2                       | 22             | 22                 |
| ".....           | 15-16            | " Detail..             | 3                       | 13             | 3                  | 3                       | 15             | 2                  |
| ".....           | 19-20            | Current Events....     | 2                       | 4              | 11                 | 2                       | 4              | 11                 |
|                  |                  |                        | 110                     | 148            |                    | 145                     | 159            |                    |

| Name of Teacher. | Schedule Number. | Description of Course. | I. Semester.            |                |        | II. Semester.           |                |        |
|------------------|------------------|------------------------|-------------------------|----------------|--------|-------------------------|----------------|--------|
|                  |                  |                        | Teaching hrs. per week. | Students. Men. | Women. | Teaching hrs. per week. | Students. Men. | Women. |
| LATIN            |                  |                        |                         |                |        |                         |                |        |
| Cole.....        | 1- 2             | Freshman (3 sec.).     | 12                      | 38             | 51     | 12                      | 38             | 47     |
| Hall.....        | 1- 2             | " .. .. .              | 4                       | 10             | 7      | 4                       | 7              | 5      |
| " .....          | 3- 4             | Roman Comedy...        | 3                       | 8              | 24     | 3                       | 5              | 24     |
| Cole.....        | 9                | Latin Writing.....     | 1                       | 4              | 24     |                         |                |        |
| " .....          | 10               | Sight.....             |                         |                |        | 1                       | 2              | 15     |
| " .....          | 15-16            | Lyric & El. Poets.     | 2                       | 7              | 17     | 2                       | 2              | 19     |
| " .....          | 21-22            | Teachers' Course..     | 2                       | 2              | 28     | 2                       | 1              | 27     |
| " .....          |                  | Special Course.....    |                         |                |        | 3                       | 1              | 9      |
|                  |                  |                        | <hr/>                   |                |        | <hr/>                   |                |        |
|                  |                  |                        | 69 151                  |                |        | 56 146                  |                |        |
| MATHEMATICS      |                  |                        |                         |                |        |                         |                |        |
| Anderegg....     | 1- 2             | Freshmen (2 sec.)..    | 8                       | 47             | 36     | 8                       | 46             | 35     |
| Cairns .....     | 1- 2             | " .. .. .              | 8                       | 48             | 51     | 8                       | 40             | 51     |
| " .....          | 3- 4             | Plane Surveying...     | L 4                     |                |        | L 4                     |                |        |
| Anderegg....     | 7- 8             | Adv. Analytics.....    | R 1                     | 22             | 0      | R 1                     | 18             | 0      |
| " .....          | 9-10             | Calculus.....          | 2                       | 16             | 5      | 2                       | 12             | 3      |
| " .....          | 11-12            | Adv. Integ. Calc...    | 3                       | 17             | 4      | 3                       | 13             | 4      |
| " .....          |                  | Adv. Integ. Calc...    | 3                       | 6              | 2      | 3                       | 6              | 2      |
| " .....          |                  | Adv. Th'ry of Equ.     | 2                       | 1              | 0      | 2                       | 1              | 0      |
| " .....          |                  | Adv. Anal. Geom.       | 3                       | 2              | 0      | 3                       | 2              | 0      |
|                  |                  |                        | <hr/>                   |                |        | <hr/>                   |                |        |
|                  |                  |                        | 159 98                  |                |        | 138 95                  |                |        |
| MINERALOGY       |                  |                        |                         |                |        |                         |                |        |
| Jewett.....      |                  | Mineralogy.....        |                         |                |        | L 5                     |                |        |
|                  |                  |                        |                         |                |        | R 3                     | 8              | 2      |
| ORATORY          |                  |                        |                         |                |        |                         |                |        |
| Caskey .....     | 1- 2             | Gen. Course (2 sec.)   | 6                       | 40             | 18     | 6                       | 30             | 1      |
| " .....          | 3- 4             | Argu't'n & Debate      | 2                       | 12             | 0      | 2                       | 8              | 0      |
| " .....          | 6                | Dramatic Reading       |                         |                |        | 2                       | 7              | 6      |
|                  |                  |                        | <hr/>                   |                |        | <hr/>                   |                |        |
|                  |                  |                        | 52 18                   |                |        | 45 7                    |                |        |
| PEDAGOGY         |                  |                        |                         |                |        |                         |                |        |
| MacLennan..      | 1- 2             | Hist. of Educat'n.     | 3                       | 2              | 11     | 3                       | 2              | 15     |
| PHILOSOPHY       |                  |                        |                         |                |        |                         |                |        |
| MacLennan..      | 1                | Introd. Psychology     | 3                       | 58             | 49     |                         |                |        |
| " ..             | 2                | Ethics.....            |                         |                |        | 3                       | 56             | 55     |
| " ..             | 3                | Exper. Psychology      | L 4                     |                |        |                         |                |        |
| " ..             | 4                | Introd. to Philos'y    | R 1                     | 3              | 5      |                         |                |        |
| " ..             | 6                | Logic.....             |                         |                |        | 2                       | 21             | 17     |
| King .....       | 7- 8             | Microcosmus .....      | 2                       | 2              | 1      | 2                       | 2              | 1      |
| " .....          | 9-10             | Hist. of Philo'phy.    | 5                       | 25             | 18     | 5                       | 25             | 18     |
| " .....          |                  |                        | 3                       | 3              | 7      | 3                       | 3              | 7      |
|                  |                  |                        | <hr/>                   |                |        | <hr/>                   |                |        |
|                  |                  |                        | 89 79                   |                |        | 107 98                  |                |        |

| Name of Teacher. | Schedule Number. | Description of Course. | I. Semester.                       |                   |             | II. Semester.                      |                   |             |
|------------------|------------------|------------------------|------------------------------------|-------------------|-------------|------------------------------------|-------------------|-------------|
|                  |                  |                        | Teach-<br>ing hrs.<br>per<br>week. | Students.<br>Men. | Wo-<br>men. | Teach-<br>ing hrs.<br>per<br>week. | Students.<br>Men. | Wo-<br>men. |

#### PHYSICAL TRAINING (FOR CREDIT).

|              |      |                   |   |    |     |   |    |    |
|--------------|------|-------------------|---|----|-----|---|----|----|
| Fauver.....  | 1- 2 | Elem'y(men)2 sec. | 6 | 65 | 0   | 6 | 61 | 0  |
| Leonard..... |      | Advanced (men)... | 3 | 13 | 0   | 3 | 9  | 0  |
| Hanna.....   | 1- 2 | E'lem't'y (women) | 3 | 0  | 32  | 3 | 0  | 21 |
| " .....      | 3- 4 | Advanced "        | 6 | 0  | 71  | 6 | 0  | 51 |
|              |      |                   | — | 78 | 108 | — | 70 | 72 |

#### PHYSICS

|              |      |                           |     |    |   |     |    |   |
|--------------|------|---------------------------|-----|----|---|-----|----|---|
| St. John and |      |                           | L 8 |    |   | L 8 |    |   |
| Jewett.....  | 1- 2 | Mecha.,etc. (2 lab. sec.) | R 3 | 33 | 2 | R 2 | 30 | 1 |
|              |      |                           | L 4 |    |   | L 4 |    |   |
| " ..         | 3- 4 | Elec'y, Magn'sm, Heat     | R 2 | 10 | 1 | R 2 | 8  | 0 |
|              |      |                           | L 4 |    |   | L 4 |    |   |
| " ..         | 5- 6 | Light&Sound(Adva'd)       | R 2 | 1  | 0 | R 2 | 2  | 0 |
|              |      |                           | —   | 44 | 3 | —   | 40 | 1 |

#### PHYSIOLOGY

|              |   |                  |  |  |  |   |   |    |
|--------------|---|------------------|--|--|--|---|---|----|
| Leonard..... | 2 | Physiology ..... |  |  |  | 5 | 8 | 17 |
|--------------|---|------------------|--|--|--|---|---|----|

#### SPANISH

|             |  |              |   |   |   |  |  |  |
|-------------|--|--------------|---|---|---|--|--|--|
| Wightman .. |  | Spanish..... | 4 | 6 | 3 |  |  |  |
|-------------|--|--------------|---|---|---|--|--|--|

#### ZOOLOGY

|               |      |                     |      |    |    |      |    |    |
|---------------|------|---------------------|------|----|----|------|----|----|
| A. A. Wright  |      |                     | L 10 |    |    | L 10 |    |    |
| and L. Jones  | 1- 2 | Elem'y(2 lab. sec.) | R 3  | 34 | 23 | R 3  | 31 | 22 |
|               |      |                     | L 10 |    |    |      |    |    |
| L. Jones..... | 3    | Anat. of Verteb'es  | R 3  | 4  | 0  |      |    |    |
| " .....       | 4    | Vertebrate Hist'gy. |      |    |    | L 10 |    |    |
|               |      |                     |      |    |    | R 3  | 4  | 0  |
| " .....       | 6    | Ornithology (El.).  |      |    |    | L 7  |    |    |
|               |      |                     |      |    |    | R 2  | 18 | 37 |
| " .....       | 7    | " (Ad.).            | L 4  |    |    |      |    |    |
|               |      |                     | R 2  | 2  | 2  |      |    |    |
|               |      |                     | —    | 40 | 25 | —    | 53 | 59 |

## II. The Theological Seminary.

| Name of<br>Instructor.             | Description of Course.    | I. Semester.                     |                   |                          | II. Semester.                    |                   |                          |
|------------------------------------|---------------------------|----------------------------------|-------------------|--------------------------|----------------------------------|-------------------|--------------------------|
|                                    |                           | Teaching<br>hrs.<br>per<br>week. | Students.<br>Men. | Students.<br>Wo-<br>men. | Teaching<br>hrs.<br>per<br>week. | Students.<br>Men. | Students.<br>Wo-<br>men. |
| OLD TESTAMENT                      |                           |                                  |                   |                          |                                  |                   |                          |
| Bewer.....                         | Gen. Intro. to O. T.....  | 1                                | 12                | 0                        |                                  |                   |                          |
| " .....                            | Spl. " " " Lit....        | 3                                | 7                 | 0                        |                                  |                   |                          |
| " .....                            | Hebrew a.....             | 4                                | 3                 | 0                        | 5                                | 3                 | 0                        |
| " .....                            | Old Testament Theol. I.   |                                  |                   |                          | 3                                | 22                | 0                        |
| NEW TESTAMENT                      |                           |                                  |                   |                          |                                  |                   |                          |
|                                    |                           |                                  | 22                | 0                        |                                  | 25                | 0                        |
| Bosworth.....                      | Gen. Intro. to New Test.  | 1                                | 7                 | 0                        | 1                                | 7                 | 0                        |
| " .....                            | Special Introd. I.....    | 3                                | 20                | 0                        |                                  |                   |                          |
| " .....                            | New Test. Exegesis a..... | 4                                | 7                 | 0                        | 4                                | 7                 | 0                        |
| " .....                            | " " " d & e               | 2                                | 12                | 0                        | 2                                | 10                | 0                        |
| " .....                            | Teachings of Jesus.....   |                                  |                   |                          | 3                                | 20                | 4                        |
| CHURCH HISTORY                     |                           |                                  |                   |                          |                                  |                   |                          |
|                                    |                           |                                  | 46                | 0                        |                                  | 44                | 4                        |
| Swing.....                         | Gen. Hist. of the Church  | 3                                | 8                 | 0                        | 3                                | 7                 | 0                        |
| " .....                            | History of Dogma.....     | 3                                | 8                 | 0                        | 3                                | 7                 | 0                        |
| " .....                            | Seminar in Dogma.....     | 2                                | 3                 | 0                        | 2                                | 2                 | 0                        |
| " .....                            | " " Germ. Theol.          | 3                                | 4                 | 0                        |                                  |                   |                          |
| " .....                            | " " Am. Theol'y           |                                  |                   |                          | 3                                | 6                 | 0                        |
| THEOLOGY                           |                           |                                  |                   |                          |                                  |                   |                          |
|                                    |                           |                                  | 23                | 0                        |                                  | 22                | 0                        |
| King.....                          | Systematic Theology.....  | 5                                | 11                | 1                        | 5                                | 9                 | 1                        |
| HARMONY OF SCIENCE AND REVELATION. |                           |                                  |                   |                          |                                  |                   |                          |
| G. F. Wright,                      | Apologetics.....          |                                  |                   |                          | 2                                | 2                 | 0                        |
| " .....                            | Inductive Reasoning...    |                                  |                   |                          | 2                                | 2                 | 0                        |
| HOMILETICS                         |                           |                                  |                   |                          |                                  |                   |                          |
|                                    |                           |                                  |                   |                          |                                  | 4                 | 0                        |
| Currier.....                       | Homiletics a and b.....   | 3                                | 10                | 0                        | 2                                | 6                 | 0                        |
| " .....                            | Sermon Plan Construct'n   | 1                                | 11                | 0                        | 1                                | 3                 | 0                        |
| " .....                            | Preaching Exercises.....  | 3                                | 34                | 0                        | 3                                | 32                | 0                        |
| " .....                            | Pract. Theology a and c   | 3                                | 10                | 0                        | 2                                | 6                 | 0                        |
| " .....                            | Social Problems.....      |                                  |                   |                          | 3                                | 7                 | 0                        |
| " .....                            | Missions.....             | 2                                | 10                | 0                        |                                  |                   |                          |
| " .....                            | Encyclopedia.....         | 2                                | 10                | 0                        |                                  |                   |                          |
| " .....                            | Sermon Criticism.....     |                                  |                   |                          | 2½                               | 11                | 0                        |
| ELOCUTION AND ORATORY              |                           |                                  |                   |                          |                                  |                   |                          |
|                                    |                           |                                  | 85                | 0                        |                                  | 65                | 0                        |
| Caskey.....                        | Elocution and Oratory...  | 2                                | 5                 | 0                        | 2                                | 10                | 0                        |
| SLAVIC DEPARTMENT                  |                           |                                  |                   |                          |                                  |                   |                          |
| Miskovsky...                       | Theology.....             | 5                                | 3                 | 0                        | 4                                | 3                 | 0                        |
| " .....                            | Church History.....       | 3                                | 3                 | 0                        | 4                                | 3                 | 0                        |
| " .....                            | English.....              | 5                                | 1                 | 0                        | 5                                | 1                 | 0                        |
| " .....                            | Psychology.....           | 5                                | 1                 | 0                        |                                  |                   |                          |
| " .....                            | Ethics.....               | 5                                | 1                 | 0                        |                                  |                   |                          |
| " .....                            | Apologetics.....          |                                  |                   |                          | 5                                | 1                 | 0                        |
|                                    |                           |                                  | 9                 | 0                        |                                  | 8                 | 0                        |

### III. The Academy.

| Instructor.        | Subject.                    | Fall Term, 1902.               |          |        | Winter T'm, 1903               |          |        | Spring Term, 1903              |          |        |
|--------------------|-----------------------------|--------------------------------|----------|--------|--------------------------------|----------|--------|--------------------------------|----------|--------|
|                    |                             | No. of<br>Teach-<br>ing hours. | Students |        | No. of<br>Teach-<br>ing hours. | Students |        | No. of<br>Teach-<br>ing hours. | Students |        |
|                    |                             |                                | Men.     | Women. |                                | Men.     | Women. |                                | Men.     | Women. |
| BIBLE              |                             |                                |          |        |                                |          |        |                                |          |        |
| Peck .....         | Senior .....                | 1                              | 45       | 43     | 1                              | 46       | 43     |                                |          |        |
| Sherk .....        | Middle .....                | 1                              | 32       | 25     | 1                              | 29       | 21     | 1                              | 26       | 21     |
| Shaw .....         | Junior Middle .....         | 1                              | 17       | 18     | 1                              | 18       | 17     | 1                              | 18       | 17     |
| Adams .....        | Junior .....                | 1                              | 16       | 12     | 1                              | 16       | 12     | 1                              | 15       | 11     |
| Smithe .....       | Irregular .....             | 1                              | 12       | 5      | 1                              | 15       | 8      | 1                              | 12       | 5      |
|                    |                             |                                | 122      | 103    |                                | 124      | 101    |                                | 71       | 54     |
| ENGLISH            |                             |                                |          |        |                                |          |        |                                |          |        |
| Thompson .....     | I, -II, -III (2 sec.) ..... | 10                             | 28       | 22     | 10                             | 27       | 19     | 10                             | 21       | 19     |
| Brownback .....    | IV, -V, -VI (3 sec.) .....  | 15                             | 57       | 46     | 15                             | 60       | 51     | 15                             | 47       | 37     |
| " .....            | VII, -VIII, -IX* .....      | 6                              | 45       | 56     | 6                              | 30       | 47     | 4                              | 25       | 34     |
| Thompson .....     | X, -XI, -XII .....          | 2                              | 8        | 17     | 2                              | 8        | 17     | 2                              | 5        | 19     |
| " .....            | Grammar .....               | 5                              | 10       | 4      | 5                              | 16       | 4      | 5                              | 8        | 4      |
|                    |                             |                                | 148      | 145    |                                | 141      | 138    |                                | 106      | 113    |
| FRENCH             |                             |                                |          |        |                                |          |        |                                |          |        |
| Cowdery .....      | I, -II, -III (2 sec.) ..... | 10                             | 8        | 34     | 10                             | 7        | 31     | 10                             | 5        | 26     |
| Mrs. Cowdery ..... | IV, -V, -VI .....           | 5                              | 0        | 6      | 5                              | 0        | 5      | 5                              | 0        | 6      |
| " .....            | I, -II .....                |                                |          |        | 5                              | 8        | 21     | 5                              | 8        | 11     |
|                    |                             |                                | 8        | 40     |                                | 15       | 57     |                                | 13       | 43     |
| GERMAN             |                             |                                |          |        |                                |          |        |                                |          |        |
| McDaniels .....    | I, -II, -III .....          | 5                              | 25       | 39     | 5                              | 21       | 36     | 5                              | 14       | 25     |
| Mrs. Swing .....   | IV, -V, -VI .....           | 5                              | 10       | 10     | 5                              | 10       | 9      | 5                              | 9        | 8      |
| " .....            | I, -II .....                |                                |          |        | 5                              | 17       | 15     | 5                              | 9        | 7      |
|                    |                             |                                | 35       | 49     |                                | 48       | 60     |                                | 32       | 40     |
| GREEK              |                             |                                |          |        |                                |          |        |                                |          |        |
| Edg. Fauver .....  | I, -II, -III .....          | 5                              | 16       | 9      | 5                              | 14       | 9      | 5                              | 13       | 9      |
| " .....            | I, -II .....                |                                |          |        | 5                              | 6        | 0      | 5                              | 6        | 0      |
| Peck .....         | IV, -V .....                | 5                              | 18       | 7      | 5                              | 19       | 6      |                                |          |        |
| Mrs. Harroun ..... | VI .....                    |                                |          |        |                                |          |        | 5                              | 18       | 7      |
|                    |                             |                                | 34       | 16     |                                | 39       | 15     |                                | 37       | 16     |
| HISTORY            |                             |                                |          |        |                                |          |        |                                |          |        |
| Edw. Fauver .....  | I, -II, -III (2 sec.) ..... | 8                              | 13       | 22     | 8                              | 12       | 20     | 8                              | 9        | 22     |

\*Reciting in three sections in the fall and winter, and in two sections in the spring.



| Instructor. | Subject. | Fall Term, 1902.       |      |        | Winter T <sup>rm</sup> , 1903 |      |        | Spring Term, 1903      |      |        |
|-------------|----------|------------------------|------|--------|-------------------------------|------|--------|------------------------|------|--------|
|             |          | No. of Teach- Students |      | ing    | No. of Teach- Students        |      | ing    | No. of Teach- Students |      | ing    |
|             |          | hours.                 | Men. | Women. | hours.                        | Men. | Women. | hours.                 | Men. | Women. |

### LATIN

|              |                           |         |    |    |         |    |    |         |    |    |
|--------------|---------------------------|---------|----|----|---------|----|----|---------|----|----|
| Hosford      | I, -II, -III (2 sec.)     | 12      | 35 | 25 | 12      | 29 | 24 | 12      | 22 | 22 |
| Shaw         | IV, -V, -VI               | 5       | 13 | 14 | 5       | 14 | 15 | 5       | 16 | 17 |
| "            | VIIa, -VIIIa, -IXa (2 s.) | 8       | 18 | 19 | 8       | 18 | 19 | 8       | 19 | 20 |
| "            | VIIIb, -VIIIb             | 5       | 12 | 11 | 4       | 10 | 9  |         |    |    |
| Mrs. Harroun | IXb                       |         |    |    |         |    |    | 5       | 9  | 9  |
| Hosford      | X, -XI, -XII (2 sec.)     | 8       | 22 | 24 | 8       | 23 | 20 | 8       | 24 | 21 |
| Smithe       | I, -II                    |         |    |    | 6       | 9  | 6  | 6       | 9  | 6  |
| "            | III, -IV, -V              | 6       | 7  | 11 | 5       | 6  | 9  | 5       | 4  | 6  |
| "            | VII, prose                | 4       | 2  | 1  |         |    |    |         |    |    |
|              |                           | 109 105 |    |    | 109 102 |    |    | 103 101 |    |    |

### MATHEMATICS

|             |                            |        |    |    |        |    |    |        |    |    |
|-------------|----------------------------|--------|----|----|--------|----|----|--------|----|----|
| Tompkins    | Arithmetic                 | 5      | 4  | 4  | 5      | 4  | 2  | 5      | 2  | 3  |
| Sherk       | Alg. I, -II, -III (2 sec.) | 10     | 32 | 13 | 10     | 24 | 10 | 10     | 18 | 8  |
| Cairns      | Algebra IV, -V, -VI        | 2      | 31 | 15 | 2      | 27 | 13 | 2      | 26 | 15 |
| Mrs. Cairns | Algebra IV, -V, -VI        | 2      | 21 | 11 | 2      | 17 | 11 | 2      | 14 | 19 |
| "           | Algebra IV, -V, -VI        |        |    |    | 5      | 7  | 7  | 5      | 5  | 1  |
| Sherk       | Alg. I, -II, -III, Rev     | 5      | 8  | 10 |        |    |    |        |    |    |
| "           | Algebra IV, -V             |        |    |    | 5      | 7  | 6  |        |    |    |
| "           | Algebra II                 |        |    |    |        |    |    | 5      | 10 | 1  |
| Cairns      | Geometry I, -II, -III      | 4      | 18 | 6  | 4      | 27 | 20 | 4      | 22 | 16 |
| Sherk       | Geometry I, -III           | 4      | 12 | 7  |        |    |    | 4      | 14 | 15 |
|             |                            | 121 66 |    |    | 113 69 |    |    | 111 78 |    |    |

### ORATORY

|          |             |   |    |   |   |    |    |   |    |   |
|----------|-------------|---|----|---|---|----|----|---|----|---|
| Tompkins | Declamation | 2 | 11 | 9 | 2 | 10 | 10 | 2 | 10 | 8 |
|----------|-------------|---|----|---|---|----|----|---|----|---|

### SCIENCE

|       |  |     |    |    |             |    |    |             |    |    |
|-------|--|-----|----|----|-------------|----|----|-------------|----|----|
| Adams | Phys. I, -II, -III (2 Rec. L15<br>sec., 5 Lab. sec.) | R 8 | 30 | 16 | L 15<br>R 8 | 25 | 13 | L 15<br>R 8 | 24 | 13 |
|-------|--|-----|----|----|-------------|----|----|-------------|----|----|

**Treasurer's Report.**  
**1903.**



# Treasurer's Statement.

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1903, as follows:

The funds separately invested are:

|                                    | Principal.<br>August 31, 1903. | Net<br>Income. |
|------------------------------------|--------------------------------|----------------|
| <b>C. G. Finney Memorial Fund—</b> |                                |                |
| Mortgages .....                    | \$74,100 00                    |                |
| Cash .....                         | <u>5,786 25</u>                |                |
|                                    | \$79,886 25                    | \$ 4,112 80    |
| <b>Springer Fund—</b>              |                                |                |
| Cleveland real estate .....        | 5,091 80                       | 303 35         |
| <b>Foltz Fund—</b>                 |                                |                |
| Bonds .....                        | <u>522 50</u>                  | <u>22 50</u>   |
| Totals .....                       | \$85,500 55                    | \$4,438 65     |

The other funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

|  | Principal.<br>August 31, 1903. | Net<br>Income. |
|--|--------------------------------|----------------|
| Notes and mortgages .....                | \$494,031 75                   | \$25,425 59    |
| Stocks and bonds .....                   | 209,702 49                     | 9,851 15       |
| Collateral loans .....                   | 455,400 00                     | 19,922 87      |
| Real estate .....                        | 242,552 48                     | 6,847 57       |
| Deposits (Savings and Trust Co.'s) ..... | 20,000 00                      | 3,015 82       |
| Sundry accounts .....                    | 81,738 76                      |                |
| Loan to General Fund .....               | 11,000 34                      |                |
| Deposits subject to check and cash ..... | <u>9,972 93</u>                | <u>213 84</u>  |
| Total of general investments .....       | \$1,524,398 75                 | \$65,276 84    |
| Total of special investments .....       | <u>85,500 55</u>               |                |
|  | \$1,609,899 30                 |                |

The above investments are stated in detail, beginning at page 152 of this report.

The net income of general investments, \$65,276.84, has been divided at the rate of 4.5 per cent. among the funds to which they belong. The fraction \$29.57 was credited to University account.

The excess of income over expense in the accounts of University, College, Academy and Theological Seminary, combined as usual, was \$7,301.53, which being subtracted from the accumulated deficits of previous years, \$18,301.87, leaves \$11,000.34 as the total unpaid deficit on August 31, 1903.

*Gifts have been received during the year as follows:*

#### GIFTS FOR IMMEDIATE USE.

From "A Friend," \$190.00 for the Library.

From E. A. West, \$50.00 for the Library.

From Seabury C. Mastick, \$198.17 for the Library.

From Irving W. Metcalf, \$100.00 for the Library.

From Charles M. Hall, \$175.00 for the Library.

From Lyman B. Sperry, \$25.00 for current expense.

From Tracy McGregor, \$75.00 for aid to students.

From Wilbur F. Crafts, \$5.00 for Chapel Fund.

From friends, \$1.00 for Keep Home improvement.

Sundry gifts for Women's Recreation Field, \$778.50.

Sundry gifts for Chapel hymn books, \$375.00.

From A. M. Johnson, \$50.00 for Employment Fund for Seminary students.

From an anonymous donor, \$100.00 for Employment Fund for Seminary students.

From the Second Congregational Church, Oberlin, \$40.85 for aid to students in the Theological Seminary.

From members of the Living Endowment Union, \$727.50 for current expense.

From Lucien C. Warner, \$25,000.00; the balance of his gift for the construction and equipment of the new Gymnasium for men.

For the support of the Slavic Department in the Theological Seminary from—

|                          |          |                           |          |
|--------------------------|----------|---------------------------|----------|
| Miss Anne Walworth.....  | \$200 00 | Miss Sarah N. Kittredge.. | \$225 00 |
| O. J. Wilson.....        | 75 00    | C. A. Coffin .....        | 100 00   |
| J. N. Smith.....         | 50 00    | S. T. Wellman .....       | 50 00    |
| Mr. and Mrs. C. F. Olney | 50 00    | S. C. Smith .....         | 50 00    |

|  |        |                           |      |
|--|--------|---------------------------|------|
| C. W. Bubier.....  | 25 00  | Mrs. Elizabeth C. Parsons | 5 00 |
| Alfred Chase .....   | 5 00   | Edward W. Capen.....      | 5 00 |
| Mrs. Anna Jarabek.....   | 10 00  | Mrs. N. P. Washburn....   | 5 00 |
| William Woodring .....   | 1 00   | Miss Helen L. Galpin....  | 1 00 |
| First Congregational Church, Oberlin .....                                     | 58 26  |                           |      |
| First Congregational Church Sunday School, Oberlin.....                        | 8 44   |                           |      |
| Second Congregational Church, Oberlin .....                                    | 5 70   |                           |      |
| Central Congregational Church Sunday School, Jamaica Plain,<br>Mass. ....      | 25 00  |                           |      |
| First Congregational Church, Marietta, O.....                                  | 10 00  |                           |      |
| Bethlehem Congregational Church and Sunday School, Cleve-<br>land .....        | 16 25  |                           |      |
| Pilgrim Church, Cleveland .....  | 45 36  |                           |      |
| Congregational Education Society .....   | 200 00 |                           |      |
| Olivet Sunday School, New York City .....                                      | 25 00  |                           |      |
| Women's Home Missionary Society, First Congregational<br>Church, Buffalo ..... | 50 00  |                           |      |
| Ohio W. H. M. U.....   | 307 97 |                           |      |
| South Dakota W. H. M. U.....   | 75 00  |                           |      |
| New York W. H. M. U.....   | 150 00 |                           |      |

*The total amount of these gifts for immediate use is \$29,725.00.*

*This amount is distributed in the Statement of Income and Expense among the following accounts:*

|  |                   |
|--|-------------------|
| University .....                         | \$ 565 65         |
| College, special accounts.....           | 10 00             |
| Theological Seminary, special accounts.. | 1,874 83          |
| Library .....                            | 715 17            |
| Miscellaneous .....                      | 26,559 35         |
|  | <hr/> \$29,725 00 |

**GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES.**

From Frank Hovey, of Oberlin, \$10.00 for endowment.

From W. F. McMillen, of Chicago, \$25.00 for endowment.

From F. M. Hayes, of Buffalo, \$20.00 for endowment.

From R. A. Beard, of Cambridge, Mass., \$100.00 for endowment.

From Edward West, of Wellington, \$1,000.00 for endowment.

From "A Friend," \$2,500.00 for endowment.

From Thomas A. Hall, of Chicago, \$100.00 for Library endowment.

From Mrs. Rose P. Firestone, of Detroit, \$4,000.00 for endowment.

From Mrs. Mary C. McClelland, of Benzonia, Mich., \$800.00 for endowment.

From Lucien C. Warner, of New York, \$5,000.00, for endowment of the Warner Gymnasium.

Sundry gifts to the Adelia A. Field Johnston Professorship, \$7,520.00.

From Curtis T. Fenn, of Chicago, \$73.00; a gift to the Dascomb Professorship.

From the estate of Charles E. Fowler, of Oberlin, \$1,000.00 to found a scholarship in the Theological Seminary.

From the estate of Joshua W. Weston, of La Crosse, Wis., \$1,000.00; his bequest to Oberlin College.

From the estate of John Henry Barrows, \$1,000.00; his bequest to found the John Manning Barrows Scholarship.

From Mrs. Henrietta Vance, of Seattle, Wash., \$250.00; an additional gift to the Louis Nelson Churchill Scholarship.

From Alumni, \$4,591.50, part payments on subscriptions to the Class Reunion Funds.

*The total amount of these gifts to capital account is \$28,989.50 as is also shown on page 145 of this report.*

*Endowments for current expense now stand on the books as follows:*

|                                       |                       |
|---------------------------------------|-----------------------|
| General or University Endowments..... | \$643,872 29          |
| College Department " .....            | 405,458 85            |
| Academy .....                         |                       |
| Theological Seminary .....            | 120,674 76            |
| Conservatory of Music .....           | 30,419 50             |
| Library .....                         | 23,101 26             |
| Total.....                            | <u>\$1,223,526 66</u> |

The accounts hereinafter presented are: .

First, a set of tables showing the current income and expenses of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in the care of the Treasurer, showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in the hands of the Treasurer.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

JAMES R. SEVERANCE, Treasurer.

OVERLIN, November 18, 1903.



*Statement of Income and Expense for the Year.*

## UNIVERSITY.

### INCOME.

|   |                    |
|---|--------------------|
| From invested funds .....                     | \$24,938 84        |
| From rent of houses and lands not valued..... | 719 40             |
| Biography of C. G. Finney.....                | 34 87              |
| Gifts for current expense.....                | 565 65             |
| Total income .....                            | <u>\$26,258 76</u> |

### EXPENSE.

|  |                      |
|--|----------------------|
| Salaries—Administration .....                                      | \$5,232 00           |
| Treasurer's office .....   | 3,680 00             |
| Library .....  | 2,400 00             |
| Gymnasium .....  | 2,067 00             |
| Secretary's office .....   | 1,880 00—\$16,159 00 |
| Clerks .....   | 1,203 77             |
| Stationery, printing and postage.....                              | 3,376 26             |
| Advertising .....  | 1,015 16             |
| Fuel and lights.....   | 936 55               |
| Buildings and grounds, care and repairs.....                       | 6,465 87             |
| Men's Gymnasium .....  | 1,643 55             |
| Women's Gymnasium .....  | 553 96               |
| Outside Representation .....                                       | 99 68                |
| Sundry expense .....   | 2,950 40             |
| Alumni Dinner .....  | 288 08               |
| Payments on Lord and Hinchman funds (in excess<br>of income) ..... | <u>38 98</u>         |
| Total expense .....  | <u>\$34,731 26</u>   |

### Special Accounts—

### RECEIPTS.

|  |               |
|--|---------------|
| Art School fees.....                       | \$ 933 70     |
| Teachers' Course, Women's Gymnasium.....   | 551 00        |
| Jennie Allen Nurse Fund .....              | 90 00         |
| Jones Loan Fund, loans returned.....       | 225 00        |
| Scholarship Funds, from investments.....   | 1,682 12      |
| Scholarship Loan Fund, loans returned..... | <u>134 40</u> |

\$3,616 22

# PAYMENTS.

|   |          |
|---|----------|
| Art School .....                          | \$933 70 |
| Teachers' Course, Women's Gymnasium ..... | 385 26   |
| Jones Loan Fund, loans made.....          | 550 50   |
| To holders of scholarship orders.....     | 1,256 93 |
| Scholarship loans .....                   | 225 00   |

\$3,351 39

# COLLEGE.

## INCOME.

|                                  |             |
|----------------------------------|-------------|
| From invested funds .....        | \$17,897 25 |
| Term bills .....                 | 40,841 86   |
| Graduate fees .....              | 568 00      |
| Elocution, special fees .....    | 38 00       |
| Rent of Andrews house (net)..... | 161 56      |

Total income ..... \$59,506 67

## EXPENSE.

|  |             |
|--|-------------|
| Salaries .....                               | \$34,107 37 |
| Clerks .....                                 | 180 87      |
| Stationery, printing and postage.....        | 98 44       |
| Outside Representation .....                 | 19 10       |
| Fuel and lights .....                        | 1,196 31    |
| Buildings and grounds, care and repairs..... | 2,588 11    |
| Diplomas .....                               | 252 75      |
| Sundry expense .....                         | 165 22      |
| Museum .....                                 | 400 00      |
| Herbarium .....                              | 175 00      |
| Apparatus, Physical Laboratory .....         | 400 00      |
| Apparatus, Psychology .....                  | 692 30      |
| Apparatus, Zoölogy .....                     | 292 00      |
| Apparatus, Anatomy .....                     | 96 41       |
| Trustee Scholarships .....                   | 448 50      |
| Avery Scholarships .....                     | 246 00      |
| Oberlin College Scholarships.....            | 36 00       |

Total expense ..... \$41,394 38

## Special Accounts—

## RECEIPTS.

|                               |            |
|-------------------------------|------------|
| Chemical Laboratory fees..... | \$1,375 61 |
| Botanical " " .....           | 155 00     |
| Zoölogical " " .....          | 524 50     |

Amount carried forward..... \$2,055 11

|   |         |            |
|---|---------|------------|
| Amount brought forward .....            | \$2,055 | 11         |
| Physical Laboratory fees.....           | 207     | 00         |
| "            "            gift.....     | 10      | 00— 217 00 |
| Archæology fees .....                   | 83      | 65         |
| Anatomy       " .....                   | 26      | 00         |
| Scholarship funds from investments..... | 1,102   | 50         |
|   |         | <hr/>      |
|   |         | \$3,484 26 |

#### PAYMENTS.

|                                       |         |            |
|---------------------------------------|---------|------------|
| Chemical Laboratory.....              | \$1,137 | 31         |
| Botanical       " .....               | 168     | 64         |
| Zoölogical     " .....                | 692     | 31         |
| Physical       " .....                | 370     | 46         |
| Archæology .....                      | 86      | 16         |
| Anatomy .....                         | 26      | 00         |
| Advance to Herbarium.....             | 17      | 03         |
| Advance to Museum .....               | 22      | 76         |
| To holders of scholarship orders..... | 816     | 50         |
|                                       |         | <hr/>      |
|                                       |         | \$3,337 17 |

### ACADEMY.

#### INCOME.

|                  |          |    |
|------------------|----------|----|
| Term bills ..... | \$13,483 | 62 |
|------------------|----------|----|

#### EXPENSE.

|  |          |       |
|--|----------|-------|
| Salaries .....                               | \$12,280 | 52    |
| Clerks .....                                 | 21       | 15    |
| Stationery, printing and postage.....        | 124      | 27    |
| Fuel and lights .....                        | 380      | 83    |
| Buildings and grounds, care and repairs..... | 1,718    | 47    |
| Advertising .....                            | 167      | 00    |
| Trustee scholarships .....                   | 751      | 50    |
|  |          | <hr/> |
| Total expense .....                          | \$15,443 | 74    |

#### Special Accounts—

#### RECEIPTS.

|                           |     |    |
|---------------------------|-----|----|
| Physical Laboratory ..... | 119 | 00 |
|---------------------------|-----|----|

#### PAYMENTS.

|                           |    |    |
|---------------------------|----|----|
| Physical Laboratory ..... | 93 | 49 |
|---------------------------|----|----|

## THEOLOGICAL SEMINARY.

### INCOME.

|                                   |                    |
|-----------------------------------|--------------------|
| From invested funds .....         | \$9,289 29         |
| Term bills and rent of rooms..... | 1,916 50           |
| Diplomas .....                    | 45 00              |
| <b>Total income .....</b>         | <b>\$11,250 79</b> |

### EXPENSE.

|  |                    |
|--|--------------------|
| Salaries .....                               | \$8,950 00         |
| Clerks .....                                 | 32 00              |
| Stationery, printing and postage.....        | 142 69             |
| Advertising .....                            | 117 85             |
| Fuel and lights .....                        | 738 85             |
| Buildings and grounds, care and repairs..... | 1,380 24           |
| Diplomas .....                               | 100 75             |
| Sundry expense .....                         | 166 55             |
| <b>Total expense .....</b>                   | <b>\$11,628 93</b> |

### *Special Accounts—*

### RECEIPTS.

#### Slavic Department—

Gifts for current expense ..... \$1,833 98

#### Scholarship Funds—

From investments ..... \$854 63

Gifts ..... 40 85

Loans repaid ..... 63 00—      958 48

\$2,792 46

### PAYMENTS.

|  |            |
|--|------------|
| Slavic Department .....                | \$1,699 10 |
| To holders of scholarship orders ..... | 1,460 66   |

\$3,159 76

## CONSERVATORY.

### INCOME.

|                                   |                    |
|-----------------------------------|--------------------|
| Term bills .....                  | \$51,525 98        |
| Interest on Reserve Fund .....    | 1,980 13           |
| Recital tickets .....             | 1,204 05           |
| Sale of instruments .....         | 600 00             |
| Rent of Williams house (net)..... | 148 89             |
| <b>Total income .....</b>         | <b>\$55,459 05</b> |

**EXPENSE.**

|                                       |             |
|---------------------------------------|-------------|
| Salaries .....                        | \$35,370 62 |
| Library, etc. ....                    | 659 30      |
| Stationery, printing and postage..... | 622 20      |
| Advertising .....                     | 241 47      |
| Piano and organ tuning .....          | 1,024 50    |
| Fuel and lights .....                 | 1,037 69    |
| Clerks .....                          | 26 08       |
| Insurance .....                       | 235 18      |
| Janitor and engineers.....            | 2,100 00    |
| Supplies and repairs.....             | 2,380 37    |
| Purchase of instruments.....          | 3,402 69    |
| Artist recitals .....                 | 1,725 00    |
| Sundry expense .....                  | 38 00       |
| <hr/>                                 |             |
| Total expense .....                   | \$48,863 10 |

*Special Accounts—***RECEIPTS.**

|                                |        |
|--------------------------------|--------|
| Loan Fund, loans returned..... | 289 65 |
|--------------------------------|--------|

**PAYMENTS.**

|                            |        |
|----------------------------|--------|
| Loan Fund, loans made..... | 312 75 |
|----------------------------|--------|

**LIBRARY.****INCOME.**

|   |            |
|---|------------|
| From invested funds .....                         | \$1,035 06 |
| Dividend G. T. Harvey Company.....                | 60 00      |
| Term bills .....                                  | 1,558 65   |
| Private examinations .....                        | 424 75     |
| Registrar's fees .....                            | 48 50      |
| Books and supplies sold.....                      | 40 82      |
| Gifts for current expense and purchase of books.. | 715 17     |
| Transfer from Botanical Laboratory.....           | 60 00      |
| Transfer from Herbarium .....                     | 63 97      |
| Trustee appropriation .....                       | 1,000 00   |
| <hr/>   |            |
| Total income .....                                | \$5,006 92 |

**EXPENSE.**

|                                       |                 |
|---------------------------------------|-----------------|
| Librarian's assistant, clerks.....    | \$958 07        |
| Case Library fee .....                | 10 00           |
| Binding books .....                   | 314 70          |
| Stationery, printing and postage..... | 101 61          |
| Purchase of books .....               | <u>2,202 79</u> |

Total expense ..... 3,587 17

**MISCELLANEOUS.****RECEIPTS.**

|   |                  |
|---|------------------|
| Finney Memorial Fund, interest.....               | \$4,112 80       |
| Foltz Tract Fund, interest.....                   | \$22 50          |
| Foltz Tract Fund, sale of tracts.....             | 46 70— 69 20     |
| Annuity Funds, income.....                        | 6,696 02         |
| Summer School, fees .....                         | 1,416 15         |
| Profit on sale of lands.....                      | 4,506 33         |
| Chapel insurance .....                            | 20,600 00        |
| Fund to purchase bust of Fenelon B. Rice.....     | 702 66           |
| Sundry receipts .....                             | 1,165 58         |
| Gifts for immediate use .....                     | 26,559 35        |
| Gifts to form new funds or increase old ones..... | <u>28,989 50</u> |
| Total receipts .....                              | \$94,817 59      |

**PAYMENTS.**

|  |                 |
|--|-----------------|
| Finney Memorial Fund .....                         | \$2,500 00      |
| Foltz Tract Fund .....                             | 85 31           |
| Annuities .....                                    | 9,825 36        |
| Summer School .....                                | 1,439 64        |
| Severance Chemical Laboratory for equipment....    | 197 01          |
| Warner Gymnasium balance on construction....       | 25,000 00       |
| Organ (from insurance).....                        | 4,539 17        |
| Office furniture and supplies (from insurance).... | 1,426 84        |
| Bust of Fenelon B. Rice.....                       | 700 50          |
| To holders of orders on Earl fund.....             | 382 50          |
| To holders of orders on Burke fund.....            | 100 00          |
| To holders of orders on Sprague fund.....          | 50 00           |
| To holders of orders on McCormick fund.....        | 5 00            |
| To holders of orders on McGregor fund.....         | 75 00           |
| Sundry payments .....                              | <u>1,360 08</u> |
| Total payments .....                               | \$47,686 41     |

*Summary of the income and expense of the University, College, Academy,  
and Theological Seminary.*

|                      | Income.      | Expense.     | Surplus.    | Deficit.    |
|----------------------|--------------|--------------|-------------|-------------|
| University .....     | \$26,258 76  | \$34,731 26  |             | \$8,472 50  |
| College .....        | 59,506 67    | 41,394 38    | \$18,112 29 |             |
| Academy .....        | 13,483 62    | 15,443 74    |             | 1,960 12    |
| Seminary (Theol.)... | 11,250 79    | 11,628 93    |             | 378 14      |
|                      | <hr/>        | <hr/>        | <hr/>       | <hr/>       |
|                      | \$110,499 84 | \$103,198 31 | \$18,112 29 | \$10,810 76 |
|                      | 103,198 31   |              | \$10,810 76 |             |
|                      | <hr/>        |              | <hr/>       |             |
| Surplus .....        | \$7,301 53   |              | \$7,301 53  |             |

*Summary showing the increase of Funds and Balances in the care of the  
Treasurer.*

|  | Receipts.    | Payments.    |
|--|--------------|--------------|
| University, special accounts .....   | \$3,616 22   | \$3,351 39   |
| College, special accounts .....  | 3,484 26     | 3,337 17     |
| Academy, special accounts .....  | 119 00       | 93 49        |
| Theological Seminary, special accounts.....  | 2,792 46     | 3,159 76     |
| Conservatory, income and expense.....  | 55,459 05    | 48,863 10    |
| Conservatory, special accounts .....   | 289 65       | 312 75       |
| Library, income and expense.....   | 5,006 92     | 3,587 17     |
| Miscellaneous .....  | 94,817 59    | 47,686 41    |
|  | <hr/>        | <hr/>        |
|  | \$165,585 15 | \$110,391 24 |
|  | 110,391 24   |              |
|  | <hr/>        |              |
| Total increase of funds and balances, as<br>is also shown on page 151 of this report . . . | \$ 55,193 91 |              |

*Funds and Balances in the care of the Treasurer*

**UNIVERSITY.**

August 31, 1902.

August 31, 1903.

|              |   |                        |
|--------------|---|------------------------|
|              | General Fund (so called).....               |                        |
| \$172,044 36 | Endowment .....                             | \$173,406 86           |
| 17,514 89    | Alumni Fund .....                           | 17,514 89              |
| 24,475 00    | E. I. Baldwin Fund .....                    | 24,475 00              |
| 10,000 00    | Henrietta Bissell Fund .....                | 10,000 00              |
| 31,429 41    | James H. Fairchild Professor-<br>ship ..... | 31,429 41              |
| 15,275 00    | Walworth Fund .....                         | 15,275 00              |
| 38,000 00    | Dickinson Fund .....                        | 38,000 00              |
| 4,846 10     | Clarissa M. Smith Fund.....                 | 4,846 10               |
| 16,000 00    | Ralph Plumb Fund .....                      | 16,000 00              |
| 2,000 00     | Truman P. Handy Fund.....                   | 2,000 00               |
| 85 06        | Shaw Fund .....                             | 85 06                  |
| 79 14        | Latimer Fund .....                          | 79 14                  |
| 1,505 91     | Butler Fund .....                           | 1,505 91               |
| 165 02       | Whipple Fund .....                          | 158 45                 |
| 334 97       | Perry Fund .....                            | 340 25                 |
| 36,249 72    | Reunion Fund of 1900 (part)...              | 40,756 22              |
| 38,000 00    | William E. Osborn Fund.....                 | 38,000 00              |
| 5,000 00     | John Sherman Fund .....                     | 5,000 00               |
| 200,000 00   | John D. Rockefeller Fund.....               | 200,000 00             |
| 10,000 00    | E. A. and C. B. Shedd Fund....              | 10,000 00              |
| 10,000 00    | Marcus Lyon Fund .....                      | 10,000 00              |
|              | Warner Gymnasium Endow-<br>ment .....       | 5,000 00—\$ 643,872 29 |
| 2,705 62     | C. N. Pond Fund.....                        | 2,703 17               |
| 7,276 53     | Dutton Fund .....                           | 7,123 97               |
| 2,961 64     | Prunty Fund .....                           | 2,944 91               |
| 271 79       | Finney Fund .....                           | 266 02                 |
| 664 40       | Davis Fund .....                            | 694 30                 |
| 66 36        | Ryder Fund .....                            | 60 34                  |
| 8,120 37     | Dascomb Fund .....                          | 7,935 78               |
| 453 02       | Warner Fund .....                           | 443 41                 |
| 60,508 92    | C. V. Spear Fund .....                      | 59,531 82              |

---

Amounts carried forward.....\$ 81,703 72 \$ 643,872 29



|           |  |              |               |
|-----------|--|--------------|---------------|
|           | Amounts brought forward.....             | \$ 81,703 72 | \$ 643,872 29 |
| 1,116 61  | Gillett Fund .....                       | 1,046 86     |               |
| 6,415 84  | Ross Fund .....                          | 6,379 55     |               |
| 4,530 20  | Gilchrist Fund .....                     | 4,459 05     |               |
| 24,685 28 | Marx Straus Fund .....                   | 23,296 13    |               |
| 5,088 45  | Mary A. Springer Fund.....               | 5,091 80     |               |
| 5,000 00  | Collins Fund .....                       | 4,995 83     |               |
| 3,000 00  | Cooper Fund .....                        | 2,985 00     |               |
| 2,000 00  | Williams Fund .....                      | 2,031 67     |               |
| 1,000 00  | Hotchkiss Fund .....                     | 1,020 00     |               |
| 6,000 00  | Firestone Fund .....                     | 9,920 00     |               |
|           | Edward West Fund .....                   | 967 56       |               |
|           | McClelland Fund .....                    | 800 00—      | 144,697 17    |
| 1,000 00  | Cowles Memorial Scholarship..            | 1,000 00     |               |
| 1,100 00  | Dr. A. D. Lord Scholarship....           | 1,100 00     |               |
| 1,000 00  | Mrs. Elizabeth W. Lord Scholarship ..... | 1,000 00     |               |
| 1,045 00  | Hinchman Fund .....                      | 1,045 00—    | 4,145 00      |
| 5,000 00  | Lydia Ann Warner Scholarship             | 5,000 00     |               |
| 1,000 00  | F. V. Hayden Scholarship.....            | 1,000 00     |               |
| 6,000 00  | Avery Fund .....                         | 6,000 00     |               |
| 1,542 66  | Finney Scholarship .....                 | 1,534 91     |               |
| 1,000 00  | Howard Valentine Scholarship.            | 1,000 00     |               |
| 1,000 00  | Caroline Scholarship .....               | 1,000 00     |               |
| 1,000 00  | Talcott Scholarship .....                | 1,000 00     |               |
| 1,000 00  | Metcalf Scholarship .....                | 1,000 00     |               |
| 1,000 00  | Dodge Scholarship .....                  | 1,000 00     |               |
| 1,000 00  | Dascomb Scholarship .....                | 1,000 00     |               |
| 1,000 00  | Bierce Scholarship .....                 | 1,000 00     |               |
| 1,000 00  | Graves Scholarship .....                 | 1,000 00     |               |
| 500 00    | Louis Nelson Churchill Scholarship ..... | 750 00       |               |
| 200 00    | Ann Lincoln Fund .....                   | 200 00       |               |
| 505 39    | Jones Loan Fund .....                    | 179 89       |               |
| 1,250 00  | Mary E. Wardle Scholarship...            | 1,250 00     |               |
| 6,500 00  | Dr. Dudley Allen Fund.....               | 6,500 00     |               |
| 1,000 00  | Henry N. Castle Scholarship...           | 1,000 00     |               |
| 1,015 00  | Class of '58 Scholarship.....            | 1,020 00     |               |
| 665 50    | Class of '69 Scholarship.....            | 745 50       |               |

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Amounts carried forward..... \$33,180 30 \$792,714 46

|           |  |              |               |
|-----------|--|--------------|---------------|
|           | Amounts brought forward.....             | \$ 33,180 30 | \$ 792,714 46 |
| 1,000 00  | Class of '98 Scholarship.....            | 1,000 00     |               |
| 1,000 00  | Jean Woodward Irwin Scholarship .....    | 1,000 00     |               |
| 1,000 00  | Howard Gardner Nichols Scholarship ..... | 1,000 00     |               |
| 1,000 00  | May Moulton Memorial Fund..              | 1,000 00     |               |
|           | John Manning Barrows Scholarship .....   | 1,000 00     |               |
| 130 00    | Trustee Scholarship Fund (part)          | 130 00       |               |
| 461 25    | Scholarship Loan Fund (part)..           | 370 65—      | 38,680 95     |
| 616 37    | Unsuad income, above scholarships .....  |              | 985 24        |
| 78,273 45 | C. G. Finney Memorial Fund..             | 79,886 25    |               |
| 2,688 37  | Jennie Allen Nurse Fund.....             | 2,778 37     |               |
| 500 00    | Lewis Fund .....                         | 512 08—      | 83,176 70     |
| 3,278 91  | Balance credits, sundry accounts         |              | 23,183 05     |

#### COLLEGE.

|           |  |             |                 |
|-----------|--|-------------|-----------------|
| 67,810 57 | Endowment .....                              | 67,959 59   |                 |
| 19,561 41 | Dascomb Professorship .....                  | 19,634 41   |                 |
| 50,000 00 | Stone Professorship .....                    | 50,000 00   |                 |
| 55,881 37 | Fredrika B. Hull Professorship.              | 55,881 37   |                 |
| 30,000 00 | Graves Professorship .....                   | 30,000 00   |                 |
| 30,000 00 | Brooks Professorship .....                   | 30,000 00   |                 |
| 23,748 25 | Monroe Professorship .....                   | 23,748 25   |                 |
| 25,000 00 | James F. Clark Professorship...              | 25,000 00   |                 |
| 20,000 00 | Perkins Fund .....                           | 20,000 00   |                 |
| 25,000 00 | Avery Professorship .....                    | 25,000 00   |                 |
| 40,000 00 | L. H. Severance Professorship.               | 40,000 00   |                 |
| 4,519 23  | Adelia A. Field Johnston Professorship ..... | 12,039 23   |                 |
| 6,196 00  | Severance Laboratory Fund....                | 6,196 00—   | 405,458 85      |
| 1 14      | G. F. Wright Research Fund...                |             | 1 14            |
| 1,000 00  | Jennie M. Williams Scholarship               | 1,000 00    |                 |
| 6,000 00  | Ellen M. Whitcomb Scholarship                | 6,000 00    |                 |
| 1,000 00  | Flora L. Blackstone Scholarship              | 1,000 00    |                 |
|           | Amounts carried forward.....                 | \$ 8,000 00 | \$ 1,344,200 39 |

|          |  |           |                |
|----------|--|-----------|----------------|
|          | Amounts brought forward.....\$             | 8,000 00  | \$1,344,200 39 |
| 500 00   | Tracy-Sturges Scholarship.....             | 500 00    |                |
| 1,500 00 | E. A. West Fund .....                      | 1,500 00  |                |
| 1,000 00 | Harvey H. Spelman Scholarship              | 1,000 00  |                |
| 1,000 00 | Lucy B. Spelman Scholarship..              | 1,000 00  |                |
| 1,000 00 | Janet Whitcomb Scholarship...              | 1,000 00  |                |
| 1,000 00 | Mrs. F. E. Tracy Scholarship...            | 1,000 00  |                |
| 5,000 00 | Frank Dickinson Bartlett Scholarship ..... | 5,000 00  |                |
| 2,000 00 | Andover Scholarships .....                 | 2,000 00  |                |
| 1,000 00 | J. C. Wilder Scholarship.....              | 1,000 00  |                |
| 2,500 00 | The Comfort Starr Scholarship Fund .....   | 2,500 00— | 24,500 00      |
| 80 80    | Unused income, above sch'ships             |           | 216 80         |
| 152 26   | Balance credits, sundry accounts           |           | 13 35          |

#### ACADEMY.

|       |                                  |       |
|-------|----------------------------------|-------|
| 12 46 | Balance credits, sundry accounts | 37 97 |
|-------|----------------------------------|-------|

#### THEOLOGICAL SEMINARY.

|           |  |           |              |
|-----------|--|-----------|--------------|
| 34,281 88 | Endowment .....  | 34,281 88 |              |
| 21,371 10 | Finney Professorship .....                             | 21,371 10 |              |
| 8,935 84  | Morgan Professorship .....                             | 8,935 84  |              |
| 25,000 00 | Holbrook Professorship .....                           | 25,000 00 |              |
| 21,707 00 | Michigan Professorship .....                           | 21,707 00 |              |
| 4,750 00  | Place Fund .....                                       | 4,750 00  |              |
| 3,495 55  | Burrell Fund .....                                     | 3,495 55  |              |
| 133 39    | Hudson Fund .....                                      | 133 39    |              |
|           | Joshua W. Weston Fund.....                             | 1,000 00— | 120,674 76   |
| 4,126 11  | West Fund .....  |           | 3,961 78     |
| 5,000 00  | Lemuel Brooks Scholarship....                          | 5,000 00  |              |
| 1,500 00  | Jennie M. Rossiter Scholarship.                        | 1,500 00  |              |
| 1,000 00  | McCord-Gibson Scholarship ...                          | 1,000 00  |              |
| 1,000 00  | John Morgan Scholarship.....                           | 1,000 00  |              |
| 1,000 00  | Painesville Scholarship .....                          | 1,000 00  |              |
| 1,000 00  | Oberlin First Congregational Church Scholarship .....  | 1,000 00  |              |
| 1,000 00  | Oberlin Second Congregational Church Scholarship ..... | 1,000 00  |              |
|           | Amounts carried forward.....\$                         | 11,500 00 | 1,493,605 05 |

|          |  |              |              |
|----------|--|--------------|--------------|
|          | Amounts brought forward.....                 | \$ 11,500 00 | 1,493,605 05 |
| 1,000 00 | Anson G. Phelps Scholarship..                | 1,000 00     |              |
| 1,000 00 | Butler Scholarship .....                     | 1,000 00     |              |
| 1,000 00 | Miami Conference Scholarship.                | 1,000 00     |              |
| 1,250 00 | Tracy Scholarship .....                      | 1,250 00     |              |
| 1,000 00 | Sandusky Scholarship .....                   | 1,000 00     |              |
| 1,250 00 | Leroy H. Cowles Scholarship..                | 1,250 00     |              |
|          | Charles E. Fowler Scholarship.               | 1,000 00     |              |
| 700 00   | Emerson Scholarship (part)...                | 700 00       |              |
| 291 95   | Susan S. Button Fund .....                   | 291 95—      | 19,991 95    |
| 1,118 87 | Unused income, above scholar-<br>ships ..... |              | 616 69       |
| 184 16   | Balance credits, sundry accounts             |              | 469 04       |

#### CONSERVATORY.

|           |                                |           |           |
|-----------|--------------------------------|-----------|-----------|
| 30,419 50 | Fenelon B. Rice Professorship. | 30,419 50 |           |
| 14,138 95 | Reserve Fund .....             | 20,734 90 |           |
| 754 70    | Loan Fund .....                | 731 60—   | 51,886 00 |

#### LIBRARY.

|           |                                  |           |           |
|-----------|----------------------------------|-----------|-----------|
| 21 00     | Library Fund .....               | 21 00     |           |
| 827 00    | Class of '85 Fund.....           | 827 00    |           |
| 500 00    | Cochran Fund .....               | 500 00    |           |
| 500 00    | Grant Fund .....                 | 500 00    |           |
| 400 00    | Hall Fund .....                  | 500 00    |           |
| 100 00    | Henderson Fund .....             | 100 00    |           |
| 11,176 63 | Holbrook Fund .....              | 11,176 63 |           |
| 500 00    | Keep-Clark Fund .....            | 500 00    |           |
| 1,000 00  | Plumb Fund .....                 | 1,000 00  |           |
| 5,724 13  | E. K. Alden Fund .....           | 5,724 13  |           |
| 100 00    | Andrews Fund .....               | 100 00    |           |
| 860 00    | Faculty Fund .....               | 2,152 50— | 23,101 26 |
| 82 73     | Balance credits, sundry accounts |           | 1,502 48  |

#### SPECIAL.

|                |   |                |  |
|----------------|---|----------------|--|
| 538 61         | Foltz Tract Fund .....                          | 522 50         |  |
| <hr/>          |   | <hr/>          |  |
| \$1,536,501 06 | Total funds and balances.....                   | \$1,591,604 97 |  |
|                | Total increase of funds and bal-<br>ances ..... | \$55,193 91    |  |

#### Liabilities.

|                |                                |                |  |
|----------------|--------------------------------|----------------|--|
| 39,651 43      | Deposits and personal accounts | 18,204 33      |  |
| <hr/>          |                                | <hr/>          |  |
| \$1,576,152 49 |                                | \$1,609,899 30 |  |

*The foregoing Funds and Balances are invested in the following properties.*

**Notes and Mortgages distributed as follows:**

|                                 |              |              |
|---------------------------------|--------------|--------------|
| Cleveland .....                 | \$ 67,198 86 |              |
| Akron .....                     | 31,600 00    |              |
| Oberlin .....                   | 24,337 30    |              |
| Columbus .....                  | 11,600 00    |              |
| Lorain .....                    | 44,700 00    |              |
| Tallmadge .....                 | 1,000 00     |              |
| Wellington .....                | 800 00       |              |
| Geneva .....                    | 800 00       |              |
| Collinwood .....                | 1,000 00     |              |
| Farm lands in Ohio.....         | 83,515 00    |              |
| Total in Ohio.....              | <hr/>        | \$266,551 16 |
| Topeka .....                    | 11,759 67    |              |
| Eureka .....                    | 661 80       |              |
| Hutchinson .....                | 4,000 00     |              |
| Wabaunsee .....                 | 350 00       |              |
| Farm lands in Kansas.....       | 23,383 00    |              |
| Total in Kansas.....            | <hr/>        | 40,154 47    |
| Matthews .....                  | 13,779 33    |              |
| Farm lands in Indiana.....      | 2,975 00     |              |
| Total in Indiana.....           | <hr/>        | 16,754 33    |
| Grand Rapids .....              | 19,100 00    |              |
| Farm lands in Michigan.....     | 37,495 00    |              |
| Total in Michigan.....          | <hr/>        | 56,595 00    |
| Chicago .....                   | 117,000 00   |              |
| Chicago Heights .....           | 3,500 00     |              |
| Total in Illinois.....          | <hr/>        | 120,500 00   |
| Des Moines .....                | 940 00       |              |
| Farm lands in Iowa.....         | 11,000 00    |              |
| Total in Iowa.....              | <hr/>        | 11,940 00    |
| Duluth .....                    | 15,600 00    |              |
| Farm lands in North Dakota..    | 1,521 07     |              |
| Farm lands in Nebraska.....     | 3,791 00     |              |
| Timber lands in Mississippi.... | 4,901 20     |              |
| Total notes and mortgages       | <hr/>        | \$538,308 23 |

Amount brought forward.....

\$ 538,308 23

**Stocks and Bonds—**

|           |   |           |               |
|-----------|---|-----------|---------------|
| \$ 186 06 | Streator, Ill., paving bonds.....                                   | 186 06    |               |
| 9,000 00  | Knickerbocker Ice Co. bonds.....                                    | 8,186 43  |               |
| 20,000 00 | United States Coal Co. bonds.....                                   | 19,200 00 |               |
| 20,000 00 | Cleveland & Eastern Ry. bonds...                                    | 18,000 00 |               |
| 30,000 00 | Syracuse Rapid Transit bonds....                                    | 27,000 00 |               |
| 30,000 00 | Wheeling Traction Co. bonds.....                                    | 30,000 00 |               |
| 12,000 00 | Elyria Building Co. bonds.....                                      | 12,000 00 |               |
| 2,500 00  | C. & A. R. R. stock (guaranteed).                                   | 2,500 00  |               |
| 10,000 00 | Railway Steel Spring Co. stock...                                   | 8,762 50  |               |
| 30,000 00 | Northampton Portland Cement Co.<br>bonds .....                      | 30,000 00 |               |
| 25,000 00 | Steel Steamship Co. bonds .....                                     | 24,750 00 |               |
| 20,000 00 | Western Ohio Ry. Co. bonds....                                      | 15,825 00 |               |
| 10,000 00 | Wellman-Seaver-Morgan Eng. Co.<br>bonds .....                       | 10,000 00 |               |
| 1,000 00  | Rio Grande & West'n Ry. Co. bond                                    | 1,000 00  |               |
| 500 00    | Northern Pacific Ry. Co. bond....                                   | 365 00    |               |
| 1,000 00  | Euclid Heights Realty Co. bond..                                    | 1,000 00  |               |
| 1,000 00  | First Nat. B'k Wellington, stock..                                  | 1,250 00  |               |
| 200 00    | Cowles Electric Smelting & Alumi-<br>num Co. bonds (guaranteed).... | 200 00    |               |
|           | Total stocks and bonds.....   |           | \$ 210,224 99 |

**Collateral Loans .....**

\$ 455,400 00

**Real Estate—**

|                                |            |
|--------------------------------|------------|
| Ashtabula (city property)..... | 74 68      |
| Oberlin (city property).....   | 127,975 98 |
| Sandusky (city property).....  | 2,100 00   |
| Cleveland (city property)..... | 5,000 00   |
| Akron (city property).....     | 12,000 00  |
| Toledo (city property).....    | 1,000 00   |
| Elyria (city property).....    | 200 00     |
| Farm lands in Ohio.....        | 1,900 00   |
| Total in Ohio.....             | 150,250 66 |
| Grand Rapids (city property).. | 12,599 00  |
| Farm lands in Michigan.....    | 6,180 00   |
| Total in Michigan.....         | 18,779 00  |

Amounts carried forward.....\$169,029 66 \$1,203,933 22

|                               |                   |                |
|-------------------------------|-------------------|----------------|
| Amounts brought forward.....  | \$169,029 66      | \$1,203,933 22 |
| Topeka (city property).....   | 13,399 45         |                |
| Hutchinson .....              | 2,700 00          |                |
| Farm lands in Kansas .....    | 38,012 70         |                |
| Total in Kansas .....         | <u>54,112 15</u>  |                |
| Fargo (city property).....    | 4,100 00          |                |
| Farm lands in North Dakota... | 1,188 37          |                |
| Total in North Dakota.....    | <u>5,288 37</u>   |                |
| Chicago .....                 | 10,000 00         |                |
| Farm lands in Illinois.....   | 5,675 00          |                |
| Total in Illinois.....        | <u>15,675 00</u>  |                |
| St. Paul (city property)..... | 1,319 10          |                |
| Farm lands in Nebraska.....   | 945 00            |                |
| Farm lands in South Dakota... | 600 00            |                |
| Farm lands in Florida.....    | 200 00            |                |
| Farm lands in Washington..... | 475 00            |                |
| Total real estate.....        | <u>247,644 28</u> |                |

#### Sundries—

|   |            |                       |
|---|------------|-----------------------|
| Construction acct. Baldwin Cottage (loan) | 11,965 41  |                       |
| Construction acct. Talcott Hall (loan)... | 13,075 46  |                       |
| Advances to Council Hall.....             | 130 48     |                       |
| Advances to Museum .....                  | 1,213 85   |                       |
| Advances to English Theological Course.   | 1,204 89   |                       |
| Advances to Scholarships .....            | 314 24     |                       |
| Improvements to Keep Home.....            | 1,224 53   |                       |
| Furnishings Park Hotel.....               | 6,117 42   |                       |
| Unexpired insurance .....                 | 1,884 18   |                       |
| Time deposits (Sav'gs & Trust Comp's)..   | 20,000 00  |                       |
| Bills receivable and sundry accounts..... | 74,431 82— | 131,562 28            |
| Loan to General Fund.....                 |            | 11,000 34             |
| Deposits subject to check and cash.....   |            | 15,759 18             |
|   |            | <u>\$1,609,899 30</u> |

# **SUMMARY OF ASSETS.**

|   |                |
|---|----------------|
| Notes and Mortgages.....                    | \$ 538,308 23  |
| Stocks and Bonds.....                       | 210,224 99     |
| Collateral Loans .....                      | 455,400 00     |
| Real Estate .....                           | 247,644 28     |
| Sundries .....                              | 142,562 62     |
| Cash .....                                  | 15,759 18      |
|   | <hr/>          |
|   | \$1,609,899 30 |
| Buildings and Equipment (see page 156)..... | 745,950 00     |
|   | <hr/>          |
|   | \$2,355,849 30 |



*The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's Books. The values given are reasonable estimates based on their cost and present condition:*

|  |              |
|--|--------------|
| Spear Library .....                    | \$ 30,000 00 |
| French and Society Halls .....         | 14,000 00    |
| Peters Hall .....                      | 75,000 00    |
| Finney Laboratory .....                | 9,000 00     |
| Warner Hall .....                      | 125,000 00   |
| Council Hall .....                     | 75,000 00    |
| Sturges Hall .....                     | 10,000 00    |
| Talcott Hall and furniture.....        | 65,000 00    |
| Baldwin Cottage and furniture.....     | 40,000 00    |
| Lord Cottage and furniture .....       | 24,000 00    |
| Stewart Hall .....                     | 4,000 00     |
| Keep Home .....                        | 3,000 00     |
| Other houses and College grounds.....  | 8,000 00     |
| Library .....                          | 50,000 00    |
| Women's Gymnasium .....                | 8,000 00     |
| Physical and Chemical Apparatus.....   | 15,000 00    |
| Museum .....                           | 25,000 00    |
| Botanical Collection .....             | 7,500 00     |
| Musical Library .....                  | 3,000 00     |
| Musical Instruments and Apparatus..... | 36,000 00    |
| Arboretum .....                        | 2,000 00     |
| Athletic Grounds .....                 | 2,950 00     |
| Severance Chemical Laboratory.....     | 69,500 00    |
| Warner Gymnasium .....                 | 45,000 00    |
|  | <hr/>        |
|  | \$745,950 00 |

# Report of the Auditing Committee, for the Year Ending Aug. 31, 1903.

*To the Board of Trustees of Oberlin College:*

Your Committee have personally examined all Bonds, Notes, Mortgages, Certificates of Stock, Deeds, and other evidences of Property which were on hand at the beginning of said year or were received during the year, and also all securities deposited as collateral for loans. We find that all are now in the hands of the Treasurer or are fully accounted for, and that all payments of principal endorsed on any of the securities have been properly credited on the books of the College.

Your Committee also had the assistance of Mr. A. J. Horn, of Cleveland, an expert public accountant and auditor, who carried out the following procedure:

The balance shown in Cash Account was verified by actual count of money in office and reconciliation of bank balances.

All disbursements appearing on Cash Books were checked by vouchers and other voucher evidence.

All footings in Cash Books were verified and extensions examined.

The Treasurer's books were found in perfect balance as evidenced by the equilibrium of Trial Balance under date of August 31, 1903, which was carefully rechecked with Ledgers and Cards.

Your Committee further desire to commend the admirable manner in which the accounts of the Treasurer are kept. The present system is such that the work of the bookkeepers as well as that of the Auditing Committee and the Expert Accountant is done in much less time than under systems formerly in use, and the voucher system is now thorough and complete.

(Signed)

IRVING W. METCALF,

E. J. GOODRICH,

Auditing Committee.

## Actions Taken at the Meeting of the Trustees, November 18, 1903.

There were present President King, Messrs. Allen, Cochran, Cox, Fitch, Goodrich, Metcalf, Mills, Shurtleff, Smith, Strong, Tenney.

The election of trustees resulted as follows:

Dr. Dudley P. Allen, Cleveland, Ohio, re-elected by the alumni, full term.

Dr. Sydney D. Strong, Oak Park, Ill., elected by the alumni to fill the vacancy caused by the death of Dr. William B. Chamberlain.

Mr. J. G. W. Cowles, Cleveland, Ohio; Dr. Charles S. Mills, Cleveland, Ohio; Dr. Henry M. Tenney, Oberlin, Ohio, re-elected for the full term.

Mr. C. B. Shedd, Chicago, Ill., elected for partial term to fill the vacancy caused by the resignation of President Dan F. Bradley.

Mr. J. O. Troup, Bowling Green, Ohio, elected for partial term to fill the vacancy caused by the death of Mr. Dan P. Eells.

The following vote was passed with reference to the Finney Memorial Chapel: "In view of the fact that Mr. Finney's gift for the erection of the Chapel has now reached the designated limit, and that the necessities of the College urgently require a new chapel, and that the annual income of the college now exceeds the expenses, the trustees instruct the Committee on the College Chapel to proceed with all convenient dispatch to the erection of the Finney Chapel, after full consultation with Mr. Finney."





31.15 U.C  
Library

**BULLETIN  
OF OBERLIN COLLEGE  
NEW SERIES No. 13**

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# **ANNUAL REPORTS**

**OF THE PRESIDENT AND THE  
TREASURER OF OBERLIN  
COLLEGE 1903-04**



OBERLIN COLLEGE

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# ANNUAL REPORTS

OF THE PRESIDENT AND THE  
TREASURER OF OBERLIN  
COLLEGE FOR 1903-04

PRESENTED TO THE BOARD  
OF TRUSTEES AT THE ANNUAL  
MEETING, NOVEMBER 16, 1904

OBERLIN OHIO  
PUBLISHED BY THE COLLEGE  
November 25, 1904



Cleveland, Ohio  
Cleveland Printing and Publishing Co.

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## THE BOARD OF TRUSTEES

REV. HENRY CHURCHILL KING, D.D., PRESIDENT

TERM EXPIRES JANUARY 1, 1905

|   |                |
|---|----------------|
| †*HON. THEODORE E. BURTON, A.M., LL.D., | Cleveland, O.  |
| *PAUL D. CRAVATH, A.M.,                 | New York City. |
| *Rev. CHARLES J. RYDER, D.D.,           | New York City. |
| *CHARLES B. SHEDD,                      | Chicago, Ill.  |

TERM EXPIRES JANUARY 1, 1906

|                                 |                   |
|---------------------------------|-------------------|
| H. CLARK FORD,                  | Cleveland, O.     |
| *HOMER H. JOHNSON, A.M., LL.B., | Cleveland, O.     |
| †*Rev. SYDNEY D. STRONG, D.D.,  | Oak Park, Ill.    |
| *JAMES O. TROUP,                | Bowling Green, O. |

TERM EXPIRES JANUARY 1, 1907

|                                  |                 |
|----------------------------------|-----------------|
| F. NORTON FINNEY,                | Milwaukee, Wis. |
| EDWARD J. GOODRICH,              | Oberlin, O.     |
| LOUIS H. SEVERANCE,              | New York City.  |
| †*LUCIEN C. WARNER, M.D., LL.D., | New York City.  |

TERM EXPIRES JANUARY 1, 1908

|                                |                |
|--------------------------------|----------------|
| *WILLIAM C. COCHRAN,           | Cincinnati, O. |
| *Rev. FRANKLIN S. FITCH, D.D., | Buffalo, N. Y. |
| *IRVING W. METCALF,            | Oberlin, O.    |
| †*MERRITT STARR, A.M., LL.B.,  | Chicago, Ill.  |

TERM EXPIRES JANUARY 1, 1909

|                            |                |
|----------------------------|----------------|
| *AMZI L. BARBER, A.M.,     | New York City. |
| *CHARLES F. COX, A.M.,     | New York City. |
| WILLIAM N. GATES,          | Elyria, O.     |
| †*Rev. JUDSON SMITH, D.D., | Boston, Mass.  |

TERM EXPIRES JANUARY 1, 1910

|                                |               |
|--------------------------------|---------------|
| †*DUDLEY P. ALLEN, A.M., M.D., | Cleveland, O. |
| *JOHN G. W. COWLES, LL.D.,     | Cleveland, O. |
| Rev. CHARLES S. MILLS, D.D.,   | Cleveland, O. |
| Rev. HENRY M. TENNEY, D.D.,    | Oberlin, O.   |

\*Alumnus.

†Elected by the Alumni.

## THE COLLEGE ADMINISTRATION 1904-05

### THE TRUSTEES: OFFICERS AND COMMITTEES

*President*, HENRY CHURCHILL KING

*Assistant to the President*, CHARLES W. WILLIAMS

*Treasurer*, JAMES R. SEVERANCE

*Secretary*, GEORGE M. JONES

*Appointments*:—Tenney, Allen, H. H. Johnson, Mills.

*Auditing*:—Metcalf, Goodrich.

*Honorary Degrees*:—King, Smith, Fitch

*Investment*:—King, Ford, Gates, Metcalf, J. R. Severance, L. H. Severance.

*Nomination of Trustees*:—Warner, Mills, Metcalf.

*Prudential*:—King, Doolittle, E. P. Johnson, Mrs. Johnston, G. M. Jones, Morrison, Root, J. R. Severance, Swing.

### JOINT COMMITTEES OF TRUSTEES AND FACULTY

*Administration Building*:—King, Doolittle, G. M. Jones, Peck, J. R. Severance, L. H. Severance, Miss Wolcott.

*Art Building*:—King, D. P. Allen, W. N. Gates, C. S. Mills, L. H. Severance, Mrs. Johnston, Martin, St. John.

*Biological Science Building*:—King, D. P. Allen, Grover, L. Jones, Leonard, A. A. Wright.

*Chapel*:—King, Doolittle, H. H. Johnson, C. S. Mills, J. R. Severance, Morrison, Swing.

*Library*:—King, Bosworth, I. W. Metcalf, Root, St. John.

*New Half Million Fund*:—King, H. C. Ford, L. H. Severance, Bosworth, Root.

THE FACULTY:—OFFICERS AND COMMITTEES

GENERAL FACULTY

*Chairman, KING*

*Vice-Chairman, A. A. WRIGHT*

*Clerk, MARTIN*

*Registrar, WAGER*

*Art Exhibition:—Martin, Cole, Mrs. Johnston, Lord, St. John.*

*Athletics:—Leonard, Miller, St. John.*

*Care of Buildings:—See Committee of Prudential Committee.*

*Catalogue:—G. M. Jones, Bosworth, Peck, Root, Miss Wattles.*

*Chapel Seating:—Miller, Cairns, Mrs. Fargo, Miss Fitch, Peck, Miss Wolcott, Mrs. Woodford.*

*Commencement and Other Public Occasions:—*

1. *General Arrangements*—King, Bosworth, Carter, Mrs. Johnston, G. M. Jones, Morrison, Peck, Root.
2. *Entertainment of Guests*—Morrison, E. F. Adams, Miss Fitch, Swing.
3. *Processions and Seating*—Wager, Cole, Heacox, Lord.
4. *Alumni Dinner*—Carter, Breckenridge, Caskey, Cowdery, Fauver.
5. *Decoration*—Grover, Kimball, Miss Oakes, Taylor, Miss Thompson.
6. *Distribution of Tickets*—Leonard.

*Conference on Professional or Technical Study:—Bogart, Hall, Leonard, St. John.*

*Discipline:—Miller, Caskey, Jewett, King, Morrison, Peck, St. John.*

*General Art Interests:—Martin, Mrs. Johnston, Dickinson, Kimball, Miss Oakes.*

*Graduate Study and Degrees in Course:—A. A. Wright, Anderegg, Bogart, Fullerton, Hall.*

*Gymnasium:—Men, Leonard, Miller, St. John. Women, Miss Hanna, Miss Abbott, Miss Hosford, Miss Wattles, Miss Wickwire.*

*Honorary Degrees:—King, Bosworth, Wager, A. A. Wright, G. F. Wright.*

*Intercollegiate Debate:—Caskey, Bogart, Hall, Root, Wager.*

*Lectures and Entertainments:—Martin, Bosworth, King, MacLennan, Morrison, Wightman.*

*Library:—St. John, Bosworth, Dickinson, Grover, Martin, Root, Shaw Wager, Wightman.*

*Musical Organizations:—G. M. Jones, Morrison, Peck.*

*Nominations*:—King, Bosworth, Jewett, St. John.

*Outside Representation and Newspaper Correspondence*:—G. M. Jones, Currier, St. John, Wager.

*Petitions and Requests from Students*:—Jewett, Caskey, Miss Fitch, Miller, Morrison.

*Printing and Clerk Hire*:—G. M. Jones, Caskey, MacLennan, Peck, Wager.

*Religious Work*:—Bosworth, Andrews, Cole, Cowdery, Miss Hosford, Shaw, Sweet, Taylor, A. A. Wright, G. F. Wright.

*Requests for Work with Private Teachers*:—Peck, Miss Fitch, Miller, Mrs. Woodford.

*Secondary Schools*:—Miller, G. M. Jones, MacLennan, Peck, St. John.

*Social Occasions*:—Grover, Miss Abbott, Bogart, Cairns, Cowdery, F. G. Doolittle, Mrs. Fargo, Miss Fitch, Shaw, Smith, Miss Wickwire.

*Student Publications and Exercises*:—Jewett, Caskey, Wager.

*Summer School*:—Martin, Anderegg, MacLennan, Miller.

#### COLLEGE FACULTY

*Chairman*, KING

*Vice-Chairman*, ROOT

*Dean of College Men*, MILLER

*Dean of College and Graduate Women*, MISS FITCH

*Clerk*, MARTIN

*Assigning Officer*, CASKEY

*Additional Work and Substitutions*:—Wager, Cole, Cairns, Cowdery, Miss Fitch, Miss Hanna, Lord, Martin, Miller, Mosher, Miss Wolcott.

*Admission*:—G. M. Jones, Miss Abbott, Anderegg, Cole, Grover, Hall, Martin, St. John, Wager, Wightman, Miss Wolcott, A. A. Wright.

*Course of Study*:—Martin, Hall, Wager.

*Failure in Scholarship*:—Miller, Cairns, Cowdery, Miss Fitch, Martin, Miss Wolcott.

*Free Tuition and Beneficiary Aid*:—*Men*, G. M. Jones, Jewett, Martin, Miller, Wightman. *Women*, Miss Hosford, Miss Abbott, Mrs. Fargo, Miss Fitch, Miss Hanna.

*Nominations*:—King, Hall, Jewett, Wager.

*Postponement of Required Work*:—Hall, Anderegg, Caskey.

*Schedules*:—MacLennan, Caskey, Lord.

*Student Conferences*:—King, Miller, Wager.

*Class Prayer-Meeting Leaders*:—*Seniors*, King; *Juniors*, Mrs. Johnston;  
*Sophomores*, Root; *Freshmen*, Lord.

#### THEOLOGICAL FACULTY

*Chairman and Dean*, BOSWORTH

*Secretary and Registrar*, FULLERTON

*Advertising, Newspaper Correspondence, and Printing*:—Bosworth, Fullerton, Miskovsky.

*Beneficiary Aid*:—Swing, Currier, King.

*Catalogue*:—Bosworth, Fullerton.

*Commencement*:—Bosworth, Caskey, Currier, Miskovsky.

*Council Hall*:—Swing, Bosworth, Miskovsky.

*Curriculum*:—Bosworth, Fullerton, Swing.

*Endowment*:—Bosworth, King, Currier, Swing.

*Finance and Budget*:—Swing, Bosworth, King.

*Outside Representation and Lectures*:—Bosworth, Fullerton, G. F. Wright.

*Scholarships and Loans*:—Swing, Currier, King.

*Pulpit Supplies*:—Currier, Fullerton, Bosworth.

*Slavic Department*:—Miskovsky, Bosworth, Currier, Swing.

*Student Employment Fund*:—Bosworth, Currier, G. F. Wright.

#### ACADEMY FACULTY

*Chairman*, PECK

*Dean of Academy Women*, MRS. FARGO

*Secretary*, MISS HOSFORD

*Appointments and Budget*:—Peck, Adams, Miss Brownback, Miss Hosford, Shaw, Miss Smithe, Miss Thompson.

#### CONSERVATORY FACULTY

*Chairman*, MORRISON

*Dean of Conservatory Women*, MRS. WOODFORD

*Secretary*, LEHMANN

*Artists' Recitals*:—Morrison, Adams, Breckenridge.

*Graduation*:—Morrison, Dickinson, Heacox, Mrs. Woodford, and other teachers of candidate in question.



## THE COUNCIL:—OFFICERS AND COMMITTEES

### GENERAL COUNCIL

*Chairman*, KING

*Vice-Chairman*, ROOT

*Clerk*, MARTIN

*Appointment of Instructors and Adjustment of Work*:—King, Bosworth, Martin, Morrison, St. John.

*Budget*:—Root, Jewett, King, Peck, St. John.

### COLLEGE COUNCIL

*Chairman*, KING

*Vice-Chairman*, ROOT

*Clerk*, MARTIN

*Appointments*:—King, Hall, Jewett, Martin, A. A. Wright.

*Budget*:—Jewett, Hall, St. John.

### CONSERVATORY COUNCIL

*Chairman*, MORRISON

*Secretary*, F. G. DOOLITTLE

*Appointments*:—Morrison, Andrews, Carter, Sweet.

*Budget*:—Morrison, F. G. Doolittle, Heacox.

## THE WOMEN'S BOARD OF MANAGERS

*Dean of College and Graduate Women*:—Miss Florence M. Fitch, Ph. D.

*Dean of Conservatory Women*:—Mrs. Harmonia W. Woodford.

*Dean of Academy Women*:—Mrs. Edith C. Fargo.

*Term Expires 1904*:—Miss Arletta M. Abbott, Mrs. Marion J. P. Hatch.

*Term Expires 1905*:—Mrs. Kate W. Morrison, Mrs. Alice M. Swing.

*Term Expires 1906*:—Miss Frances J. Hosford, Miss Delphine Hanna.

PRUDENTIAL COMMITTEE: OFFICERS AND COMMITTEES

*Chairman, KING*

*Secretary, G. M. JONES*

*Advertising:—G. M. Jones, Severance.*

*Arboretum:—Grover, Mrs. Johnston.*

*Boarding Halis:—Root, Johnson.*

*Budget:—Root, Morrison.*

*Buildings and Grounds:—Swing, C. P. Doolittle.*

*Janitors:—Chemical, Finney, French, Peters, Society, Spear, Sturges, C. P. Doolittle; Men's Gymnasium, Leonard; Warner, Morrison; Women's Gymnasium, Miss Hanna; Council, Swing.*

*Rented Buildings:—Doolittle, Morrison, Severance, Swing.*

*Superintendent of Buildings and Grounds:—C. P. Doolittle.*

*Use of Buildings for Public Meetings:—Severance.*

*Use of Peters Hall:—St. John.*

## ADVISORY COMMITTEES

[With dates of expiration of appointments.]

### SEMINARY

- F. S. Fitch, D.D., '70, 45 Lexington Ave., Buffalo, N. Y.—Jan. 1, '05.  
C. W. Hiatt, D.D., '85, 820 Logan Ave., Cleveland, O.—Jan. 1, '07.  
E. T. Harper, '81, 730 West Adams St., Chicago, Ill.—Jan. 1, '06.

### ACADEMY

- Merritt Starr, '75, 916 Monadnock Block, Chicago, Ill.—Jan. 1, '05.  
R. R. Rogers, '76, 627 E. 6th St., Jamestown, N. Y.—Jan. 1, '07.  
O. S. Kriebel, '89, Prin., Perkiomen Sem., Pennsburg, Pa.—Jan. 1, '06.

### CONSERVATORY

- L. C. Warner, '65, 632 Broadway, New York, N. Y.—Jan. 1, '05.  
G. B. Siddall, '91, 1015 Garfield Bldg., Cleveland, O.—Jan. 1, '07.  
Mrs. W. H. Kinder, Findlay, O.—Jan. 1, '06.

### DRAWING AND PAINTING

- I. W. Metcalf, '78, Oberlin, O.—Jan. 1, '05.  
A. V. Churchill, h. '98, Columbia Univ., New York, N. Y.—Jan. 1, '07.  
A. S. Kimball, Oberlin, O.—Jan. 1, '06.

### LIBRARY

- C. S. Mills, D.D., 463 Jennings Ave., Cleveland, O.—Jan. 1, '05.  
Charles P. Treat, '70, 80 Broadway, New York, N. Y.—Jan. 1, '07.  
Mrs. E. M. Fairchild, Library School, Albany, N. Y.—Jan. 1, '06.

### ANCIENT LANGUAGES

- Judson Smith, D.D., '63, 14 Beacon St., Boston, Mass.—Jan. 1, '05.  
A. B. Bragdon, Monroe, Mich.—Jan. 1, '07.  
J. B. Smiley, '89, 157 Brainard Ave., Cleveland, O.—Jan. 1, '06.

### MODERN LANGUAGES

- S. D. Strong, Oak Park, Ill.—Jan. 1, '05.  
H. T. West, '90, Kenyon College, Gambier, O.—Jan. 1, '07.  
W. I. Thomas, Univ. of Chicago, Chicago, Ill.—Jan. 1, '06.

### PHILOSOPHY

- H. M. Tenney, D.D., Oberlin, O.—Jan. 1, '05.  
Ray Stetson, '93, Beloit College, Beloit, Wis.—Jan. 1, '07.  
P. G. Knowlton, '90, Fargo College, Fargo, N. Dak.—Jan. 1, '06.

### HISTORY

- P. D. Cravath, '82, 52 William St., New York, N. Y.—Jan. 1, '05.  
G. B. Heazleton, '79, Hayward Bldg., San Francisco, Cal.—Jan. 1, '07.  
J. R. Commons, '88, Univ. of Wisconsin, Madison, Wis.—Jan. 1, '06.

#### MATHEMATICS

- H. H. Johnson, '85, 1009 American Trust Bldg., Cleveland, O.—Jan. 1, '05.  
A. M. Johnson, 2735 Michigan Ave., Chicago, Ill.—Jan. 1, '07.  
W. N. Crafts, '92, Oberlin, O.—Jan. 1, '06.

#### BIOLOGICAL SCIENCE

- D. P. Allen, '75, 278 Prospect St., Cleveland, O.—Jan. 1, '05.  
C. A. Kofoed, '90, Univ. of California, Berkeley, Cal.—Jan. 1, '07.  
C. J. Chamberlain, '88, Univ. of Chicago, Chicago, Ill.—Jan. 1, '06.

#### OTHER PHYSICAL SCIENCES

- H. Clark Ford, 708 New England Bldg., Cleveland, O.—Jan. 1, '05.  
R. A. Millikan, '91, Univ. of Chicago, Chicago, Ill.—Jan. 1, '07.  
C. M. Hall, '85, Niagara Falls, N. Y.—Jan. 1, '06.

#### ATHLETICS AND GYMNASIUM FOR MEN

- W. C. Cochran, '69, 245 Gilman Ave., Cincinnati, O.—Jan. 1, '05.  
J. B. Dill, 27-29 Pine St., New York, N. Y.—Jan. 1, '07.  
T. D. Wood, '88, Teachers' College, New York, N. Y.—Jan. 1, '06.

#### ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR WOMEN

- C. F. Cox, '69, Grand Central Station, New York, N. Y.—Jan. 1, '05.  
Mrs. S. C. Mastick, '92, 35 Mount Morris Park, W., New York, N. Y.—  
Jan. 1, '07.  
Miss H. L. Keeler, '78, 93 Olive St., Cleveland, O.—Jan. 1, '06.

#### ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

- T. E. Burton, '77, 709 Society for Savings Bldg., Cleveland, O.—Jan. 1, '05.  
E. D. Durand, '93, 1303 Columbia Road, Washington, D. C.—Jan. 1, '07.  
T. N. Carver, Harvard Univ., Cambridge, Mass.—Jan. 1, '06.



# The Annual Report for 1903-04

Presented by the President to the Trustees at the Annual Meeting, November 16, 1904

To the Board of Trustees of Oberlin College:

Gentlemen: As President of the College, I have the honor to submit the following report, for the academic year 1903-04.

## TRUSTEES

### *Death of General Giles Waldo Shurtleff*

I am once more obliged to begin my annual report with the record of the death of a member of the Board of Trustees, and of one whose service to the College has been of unusual length and value, General Giles Waldo Shurtleff, who died May 6, 1904, in the seventy-third year of his age. It need hardly be said that forty-four years of continuous service of an institution must count. Serving as tutor for four years, as adjunct-professor for four years, as professor for seventeen years, as member of the Prudential Committee for thirteen years, as financial agent repeatedly, as Secretary and Treasurer for six years, and as Trustee up to the time of his death—Mr. Shurtleff rendered the College a remarkably steady, varied, strong, and long service. The strength of the College lies especially in the knitting up with it of such strong, long lives.

Nor could there be any doubt as to General Shurtleff's great devotion to the College, his strong loyalty to it. Though a man of unusually wide interests, it might be fairly said that the College constituted for him, throughout his life, the greatest interest of all. He was always ready to sacrifice for it, in many

ways and in hard years, when a less devoted man would have found it easy to leave it. He could sacrifice to the College even his personal preferences and prejudices. No college is poor that can call out such loyal devotion, and can be sure of such loyal devotion.

Moreover, General Shurtleff believed, with all the strength of his rugged soul, in the fundamental principles for which the College stood. With much experience of the world, he still stood clear-eyed, strong, courageous, ready to defend and press forward those principles. He was not here simply to earn his living, even by most faithful work. He conceived himself as here to stand for great principles. The College was for him an incarnate cause, to which he believed he owed the best he could give. It is hardly possible for a man to give to any cause a greater service than this.

Length of service, high and self-sacrificing devotion, depth of conviction upon great principles personally embodied, heroic fighting, breadth, clear-sightedness, delicate æsthetic interest, tenderness, and deep and humble and penitent faith—all these are the gifts of this knight of God to the College, and not to the College alone.

The funeral services were held at the Second Congregational Church Sunday afternoon, May 8, in the presence of a large congregation. Professor A. A. Wright, Professor L. B. Hall, and the President spoke upon different phases of General Shurtleff's life. The minute adopted by the Trustees at the semi-annual meeting June 20, should be added here:

"With profound sorrow this Board records the removal by death of one of its most faithful and devoted members. After a protracted illness, characterized by extreme suffering, General Giles Waldo Shurtleff entered into rest on the sixth day of May, 1904.

"For eleven years he has been a member of this Board, serving upon its important committees, and giving without stint of his rare wisdom and energy and active effort for the welfare of the College. His connection with this institution covers a period of more than fifty years, inter-

rupted only by the years in which he was devoting and risking his life in the service of his country during the war of the Rebellion.

"He entered the preparatory department of Oberlin College in 1853, and, working his way through the successive departments, was graduated with the class of 1859. With the outbreak of the war, and while a member of the theological seminary, he entered the army as captain of Company C, Seventh Ohio Infantry, a company composed chiefly of students of the college and citizens of Oberlin. Captured with the most of his company in one of the severe battles, he spent a year in Andersonville and Libby prisons, suffering severely of the hardships there endured. Receiving his discharge because of illness, he reënlisted as soon as he was able, and returned to the front in command of the Fifth U. S. Infantry, a colored regiment, and at the close of the war was promoted to the rank of Brevet Brigadier-General. Returning to Oberlin, he served in the College as tutor, adjunct-professor, and for seventeen years as professor of Latin. For thirteen years he was a member of the Prudential Committee, for seven years he was the Secretary and Treasurer of the College, and from the time of his resignation from these offices to his death he was a member of this Board.

"His life thus has been given to and invested in Oberlin College. To him both the College and the Community are greatly indebted. He was an earnest Christian and a faithful member and officer in the Church. He was an energetic and patriotic citizen, interested greatly in civic welfare and purity, a most energetic opponent of the liquor evil and of political corruption and debauchery.

"In recent years General Shurtleff has had greatly at heart the beautifying of Oberlin, and the improvement of its lawns and streets and buildings, and his plans to this end have been far-reaching and well considered. Withal he has been a faithful friend, and a humble follower of Christ, realizing his weakness rather than his strength, and trusting not in any merit of his own but in the grace of Jesus Christ our Lord. With his devoted wife and daughters we sympathize, and mourn the loss of one who has been with us a strong and faithful co-laborer in this work to which we are called."

### *Resignations and Changes*

At the last annual meeting of the Board, Dr. Dudley P. Allen, Dr. J. G. W. Cowles, Dr. Charles S. Mills, and Dr. Henry M. Tenney were elected to succeed themselves for the term ending January 1, 1910; Dr. Allen being elected by the alumni as



their representative for this term. Mr. Charles B. Shedd of Chicago, of the class of 1868, was elected to fill the vacancy caused by the resignation of Mr. E. K. Warren for the term ending January 1, 1905. Dr. Sydney D. Strong of Oak Park, Illinois, of the class of 1881, was elected by the alumni to fill the vacancy caused by the death of Professor William B. Chamberlain, for the term ending January 1, 1906. Mr. James O. Troup of Bowling Green, Ohio, of the class of 1870, was elected by the Board to fill the vacancy caused by the death of Mr. Dan P. Eells, for the term expiring January 1, 1906.

At the semi-annual meeting of the Trustees in June, Mr. W. N. Gates of Elyria was elected to fill the vacancy caused by the death of General Giles Waldo Shurtleff, for the term ending January 1, 1909.

The gentlemen named have all accepted their election, and the full membership of the Board is thus again made complete.

The terms of office of Hon. T. E. Burton, Mr. Paul D. Cravath, Dr. Charles J. Ryder, and Mr. Charles B. Shedd expire January 1, 1905. The successor to Mr. Burton as the alumni trustee has already been elected by vote of the alumni and will be reported for the first time, according to custom, at the meeting of the Board. The successors to Mr. Cravath, Dr. Ryder, and Mr. Shedd should be elected by the Trustees at this meeting.

### *The Work of the Trustees*

A word may be fittingly added concerning the work that is being done by the Board of Trustees. For I doubt if the alumni and friends of the College have any adequate conception of the time and thought and effort now given by the Trustees to the work of the College. For the sake, therefore, of this larger constituency to which the annual report to the Trustees goes, the present section is added. I judge that it may be certainly said that the Trustees were never a stronger or more efficient body than today, really counting in the steady strengthening of the

College, having been chosen with great care by the Board themselves, and giving real thought and personal help to the work. Great care has been taken in recent years to have matters so thoroughly planned that all sides of the work of the College might be intelligently presented to the Trustees in connection with the two regular meetings. The full minutes of the Prudential Committee, the preliminary and final budget, all annual reports, and important Council recommendations are in the hands of all the Trustees some time before the meetings. In accordance with the rule of the Trustees, all recommendations of appointments by the Council are to be in the hands of the Committee on Appointments of the Trustees three weeks before the meeting of the Trustees. And the alumni may be assured that all appointments are most carefully considered. They must pass through the hands of important committees on appointments elected by the Councils, have the approval of the department Councils, and the final approval of the General Council. The Committee on Appointments of the General Council endeavors to use the greatest care in its recommendations—many appointments requiring most careful research. As a single illustration, it may be mentioned that before recommending the appointment of Miss Florence M. Fitch as Dean of College and Graduate Women, the Committee on Appointments had passed in review some eighty names suggested for that position.

A preliminary budget for the year following is presented at the annual meeting in November, and the final budget for the same year at the semi-annual meeting in June. The final budget gives in considerable detail the anticipated income, and all proposed expenditures in all departments.

The work of the Trustees themselves is carefully organized in standing committees on Appointments, Auditing, Honorary Degrees, Investment, and Nomination of Trustees, besides the Prudential Committee. All investments are in the hands of an Investment Committee made up, aside from the President, en-

tirely of business men. And the friends of the College can be assured that the investments made by the College are most carefully scanned by men capable of giving expert advice.

The Trustees have now before them for final consideration at this meeting a very full and careful report of a Committee on Codification, consisting of Mr. Starr, Mr. Metcalf, and Dr. Smith, that is intended to give an orderly working basis for all the varied activities of the College. To this work the Trustee Committee, the Council Committee on Appointments, the Secretary, and the General Council have all largely contributed, and the final result can hardly fail to further the work of the College. The President's Secretary has completed the examination of that part of the Trustees' record not gone over before, for all data as to organization that could be of value in considering the report of the Committee on Codification.

Besides all this routine but most important work of the regular meetings, the Trustees have been liberal donors both of money and of effort, as it needs no enumeration of examples to prove. Hardly any service outside the internal work of the College itself can so further its interests as the influence of the Trustees exerted in winning friends for the College and givers to its needs. In the indirect cultivation, in the words of another, of "the conditions that make giving easy, pleasant, unforced, and willing," the Trustees have and must always have a very large place. They can speak with an influence and manifest disinterestedness that is hardly possible to any one immediately concerned in the internal work of the College. And this indirect service of the College in winning for it interested friends is quite certain to yield ultimately more considerable sums of money than the most strenuous direct efforts, for which preparation has not been so carefully made.

#### DONORS

This general principle is certainly strikingly illustrated in the main gifts which have come to the College during the present year.

### *The Olney Art Collection*

First of all, of course, must be named the splendid gift of the Olney Art Collection, which may be conservatively estimated, probably, at a money value of not less than \$200,000—one of the largest single gifts that has ever come to the College. Professor and Mrs. Olney had become interested in the College during a considerable number of years through a number of lines of personal influence. The College gratefully accepts this beautiful addition to its resources, and only regrets that it has no building in which it can give the collection a fitting setting. Professor Olney's death occurred July 18, 1903, and that of Mrs. Olney January 18, 1904. The will of both left the entire Art Collection and a sum of \$10,000 for its maintenance to Oberlin College. The *College Review* of February 11, 1904, was largely devoted to a memorial of Professor and Mrs. Olney, and to an attempt to bring out something of the real significance of the gift. The collection represents the life-long thought and care of a beauty-loving man, taking his opportunity for years to pick up choice art objects in different lines. It is broadly representative of art work in many kinds of material—wood, ivory, porcelain, metals, and precious stones, as well as in painting. For this very reason, this collection is likely to prove of all the more value educationally, as it will naturally help those who study it to discriminating appreciation in all these different lines of art work. The collection consists of some thousands of art objects. To begin with, there are over three hundred pictures, mostly oil paintings, some believed to be ancient, but most of them belonging to the modern school. Some famous names are represented in the paintings. The collection is particularly strong in ivories, and there are fine specimens of Japanese, Italian, and Indian work in this medium. Some of these pieces are exceedingly valuable. The collection is rich, also, in cameos, in bronzes, in small mosaics, in cloisonné enamel work, and in Satsuma pottery; and a varied and considerable selection of precious stones should also be mentioned.

Such a mere catalogue may serve to show how rich an addition to Oberlin's resources this collection is likely to prove. And it must certainly be a valuable nucleus for a steadily growing art collection, which shall minister to the æsthetic gratification and refinement of many generations. It seems impossible properly to provide for the collection without a new building. For the present, therefore, the collection must remain in Cleveland. The collection continues in the care of Mr. and Mrs. Guernsey, who had charge of it so long under Professor Olney's direction. And the continued use of the gallery in which it is placed has been generously granted to the College for the time being by its present owners, Mr. and Mrs. Judd. The gallery has been regularly opened to the public one day in the week, as during Professor Olney's life. The College is thus trying to make certain that the collection shall continue to render a large community service, even while it must still remain in Cleveland. But it is plainly most desirable that so large and valuable a gift should not remain outside the practically available resources of the College. The need of an art building had been deeply felt before; but this gift seems to make such a building simply imperative.

### *Other Gifts*

A complete list of the smaller gifts of money, both for endowment and for immediate use, is contained in the Treasurer's report under these headings; and these gifts are here gratefully acknowledged. They have given essential aid at vital points in the carrying on of the work of the past year, and in providing for the general endowment needs. The gift of Mrs. S. A. S. Moulton affords help at a particularly vital point, and its conditions give the College the largest liberty in its administration.

In addition to these gifts of money, the College has received other donations of material and equipment. First of all should be mentioned the bust of Professor Rice, given through the contributions especially of the Faculty of the Conservatory and of very many Conservatory students, which has been placed in the

court of Warner Hall, and was unveiled with appropriate ceremonies on Monday, March 7, 1904. It is a beautiful memorial of the man who, more than any other, made the great work of the Oberlin Conservatory of Music possible, and so fitly stands in the very center of the Conservatory building.

Through Mr. Charles H. Burr, the Department of Physics has received from Mr. Charles H. Hulburd, President of the Elgin Watch Company, a four-horse power gas engine—a valuable addition to the equipment of the department. The Chemical Department has received from Mr. Charles M. Hall of Niagara Falls, of the class of 1885, several large sheets of pure aluminum, which have been of great service in certain chemical processes because it is so difficult to procure the metal sufficiently pure for the requirements of the Chemical Laboratory. There have also been received for the Mineral Museum from Mrs. Sarah K. Bolton of Cleveland, several boxes of minerals and ores of the precious stones. The latter have been collected from some of the most notable gold and silver mines in this country, and will be of great service, Professor Jewett says, as illustrating the kinds of rocks in which these metals occur. Mrs. Bolton has also sent to the Geological Department some fine trilobites and brachiopods from the Middle Devonian strata of England. Professor Albert A. Wright also notes the gift of some fine mollusks and fish from the Gulf of Mexico and the Pacific Coast, by Mr. O'Connor of Oberlin, and of a rare and perfect crustacean (eurypterus) ten inches long, from the cement quarries of Buffalo, New York, presented by Mr. Lewis J. Bennett. Some other valuable material was added to the zoological museum by exchange. The most important gift to the Botanical Department has been a valuable collection of plants from Washington, D. C., and vicinity, from Mr. E. S. Steele, of the class of 1872, now of the United States Department of Agriculture. A large and valuable microscope has come to the College by the will of Dr. Albert Moser of the class of 1892. Attention is also directed to the considerable

number of gifts made to the library, a full statement of which is found in the Librarian's report. It will be seen that a very considerable part of the additions made to the library the present year came through these special gifts. The President wishes, on behalf of the Trustees and Faculty, to return to all these givers our hearty thanks for their remembrance of the College in these several ways. The College deeply appreciates not only the gifts themselves, but the loyal interest which has inspired the gifts.

#### ADMINISTRATIVE OFFICERS .

##### *Death of Mr. William Brown Bedortha*

In turning to the consideration of the work of the officers of the College, I can hardly fail to speak first of all of the recent death of Mr. W. B. Bedortha, who has been for many years the regular Attorney of the College. Though his name has nowhere appeared in the regular publications of the College as a College officer, he has, nevertheless, in many ways and at many points rendered the College a large and indispensable service. It will be difficult for the College, as it will be difficult for the town, to replace him. Mr. Bedortha's death occurred October 10, 1904, and impressive funeral services were held October 13, at which special addresses were made by Professor Albert A. Wright, Professor A. S. Root, and Judge D. J. Nye of Elyria, who voiced for the College as well as for the town and the county, the high estimation in which Mr. Bedortha has been held by all who knew him.

In connection with the death of Mr. Bedortha may be appropriately mentioned also the death of Mayor Alfred Fauver, which occurred February 29, 1904. Although having, of course, no official connection with the College, Mr. Fauver had continuously shown his deep interest in the College, and as mayor of the village had repeatedly rendered the officers of the College distinct and important help.

### *Resignations*

The only resignations in the ranks of the administrative officers of the College have occurred in the Women's Department, where Dr. Alice H. Luce resigned her position as Dean of Women to accept the headship of the Willard School for Girls in Berlin, Germany, and Miss Mary Theodosia Currier, her position as Assistant Dean of the Women's Department, to take up further study. In Dr. Luce's resignation the College has lost a powerful personality, and the Department of English Literature a brilliant teacher. During her administration as Dean a number of changes were introduced, that can hardly fail to be of essential service to the College in its larger development. The College wishes for Dr. Luce the highest success in the important work to which she has gone. The position filled by Miss Currier is one always attended with peculiar difficulties, but which she filled with rare self-forgetfulness and devotion to the interests of the College.

### *Organization*

The growth of the College along all lines has made necessary, of course, increasing care in the organization of its work. The gains made in the organization of the work of the Trustees have been already referred to. The Treasurer's report has been widely commended as an almost model document, and further improvements are introduced into it this year. The inauguration a few years ago of the separate office of the Secretary of the College has amply justified itself by the large increase in attendance in the College department, which is in no small degree due to the work of that office. The office of the Secretary greatly relieves both the President's and the Treasurer's offices, and makes pos- much more efficient work in both, and has secured a unification of one whole side of the work of the College not possible before. This unification is carried still further the present year by bringing the alumni list and record under the charge of this office.



The election of Professor Bosworth last year as Dean of the Theological Seminary gave a responsible head to that department in a sense which had not been hitherto true. And that department has felt in every way during the past year the added vigor so made possible. The notable gain in attendance which the Seminary shows the present year is the direct outcome of the policy of the Dean, and alone amply justifies the creation of the office. The appointment of Professor Edward A. Miller as Dean of College Men, in the judgment of the President, will make certain that the all around interests of the men will be considered in a way not hitherto possible, and will also insure increasingly cordial and wholesome relations between the men and the faculty. I do not expect the full value of this change in administration to be felt for three or four years; but felt in due time, it certainly will be.

In the line of further improvement of organization, and in view of the largely increased numbers of the Women's Department, the General Council sent to the Trustees at their semi-annual meeting in June the following recommendation concerning the deans of women:

We recommend that the work of the care and oversight of all the women of the Institution be divided among three deans: Dean of College and Graduate Women, Dean of Conservatory Women, and Dean of Academy Women; all the deans to be *ex-officio* members of the Women's Board; the Dean of College and Graduate Women to be *ex-officio* Chairman of the Committee of the three deans, and of the Women's Board; the several deans to be primarily responsible for the administration of all the regulations of the institution in their respective departments; but all cases of discipline requiring the action of the Women's Board to be brought before the entire committee of the deans and action to be recommended by them to the Board.

The recommendation was accompanied with a brief statement of the reasons for it, summarized by the President as follows:

1. The number of women in the institution has increased almost one-third in the last five years, and now aggregates more than a thousand. No woman can know so large a number of women well enough to under-

take most wisely the care and oversight and discipline of them. And it is not desirable that there should be authority beyond the power of intelligent administration.

2. The final and largest success in such work as that devolving on a dean depends upon close personal knowledge and sympathy; and we cannot hope to get the best results, therefore, without bringing the number of women committed to the care of any one dean within reasonable limits. The very growth of the College, thus, seems to compel some change in administration, if we are not to lose ground at the most vital point of college, as contrasted with university, administration.

3. Only by some greater separation in administration does it seem possible to secure that sense of immediate responsibility that is so indispensable for the most effective supervision.

4. It seems quite desirable that the Academy women should have a kind and amount of individual attention which it has not been possible to give them under the old arrangement; and there might well be a greater separation of them from the rest of the women of the Institution.

5. The plan recommended is essentially the same as that followed in the oversight of the young men, and would seem to have something of the same advantages for the women as for the men.

6. Any needed unity of administration would seem to be secured, *first*, through the President as head of all the departments of the Institution; *second*, through the fact that the Dean of College and Graduate Women, as *ex-officio* Chairman of the Committee of Deans, and of the Women's Board, has power to initiate any needed action; *third*, through common regulations established by the Faculty and Women's Board for all students; *fourth*, through the necessity of all cases of discipline coming before the entire Committee of Deans; and *fifth*, through the fact that final votes in serious cases must always be passed by the Women's Board for all departments alike.

It will be seen that the change recommended has been very naturally and almost necessarily evolved in the growth of the College.

This recommendation of the Council was adopted by the Trustees for a trial period of two years, and under this plan the Women's Department is now organized. To the position of Dean of College and Graduate Women, Dr. Florence M. Fitch of the class of 1897, who took her doctorate at the University of Berlin

in 1903, was elected. To the new position of Dean of Academy Women, Mrs. Edith Cole Fargo was elected. Mrs. H. W. Woodford was continued as Dean of Conservatory Women, but with the added authority involved in the new plan of organization. Nothing has so far occurred to lead the President to question the wisdom of the reorganization as planned. And for the reasons already indicated, he anticipates increasingly good results as the years go on. The several deans have entered upon their work in a spirit of heartiest co-operation, with a cordiality of response from the young women under their charge that is most gratifying.

A further specialization forced by the growth of the College has been the appointment of a Superintendent of Buildings and Grounds. This work is at present efficiently done by Professor C. P. Doolittle, who divides his work between this responsibility and his teaching in the Conservatory; but gives far the larger portion of his time to this work of supervision.

The entire organization of the College, both for the officers and for the Faculty, will find its full statement, of course, in the final report of the Committee on Codification, to be passed upon by the Trustees at their present meeting. And such a careful definition of duties can hardly fail to make its own contribution to the more efficient working of all departments of the College.

### *Reports*

The *Treasurer's* report shows that we have barely succeeded in coming through the year without a deficit. This means that the considerable additions to the income from term bills have all been required to meet the necessary expenditures for additional teaching and for other increased expenses; and the total accumulated deficit, therefore, is left at almost the same figure as last year. This is a real disappointment, for it was hoped to cut down this deficit very materially during the year just past. And yet it is difficult to see how economies could have been wisely carried further than they have been. We have hardly done more than to meet, within very reasonable limits, the demands made by the

steadily growing College. In some respects, indeed, we can hardly be said fairly to have met those needs. The situation shows how imperative it is that such a further addition to the endowment as was contemplated in the offer of the anonymous Boston donor should be carried through. We may comfort ourselves with the reflection that nearly every eastern university came through the year with a deficit; but that reflection will hardly meet our own needs.

The report of the *Secretary* deserves careful study, as giving very fully in statistical form the various facts concerning the College which can be so presented. A basis for comparison extending over a series of years is thus being furnished, that must make it possible for the College more accurately to understand the precise circumstances in the midst of which it is working, and more perfectly to adjust its work to the demands upon it. Particular attention is called to the valuable section of the report containing an analysis of the reasons for students not returning to Oberlin. The inquiry is one so important as to deserve to be continued and, perhaps, to be extended, by a comparison with the similar situation in other colleges. Its results, it will be noticed, do not seem to be, on the whole, derogatory to the College. Other facts in the report of the Secretary will find their natural place later in the discussion of other points.

The *Librarian's* report shows that the library has now catalogued over 100,000 volumes, bound and unbound, and has received during the last year the largest addition but one ever made in a single year. The number of volumes added by gift has already been noted as unusual. At the same time, the comparatively small additions that the College is able to make by purchase must keep the library from performing its highest service, and quite prevent it, as the Librarian notes, from furnishing any adequate material for research work on the part of the Faculty. One of the greatest gains for the library is the appointment, beginning with the present year, of Miss Antoinette P. Metcalf as

reference librarian. This appointment must greatly increase the helpfulness of the library to students, and makes it possible for the most competent help to be available during all the library hours. The extension of those hours into the evening also registers a decided advance in the possible efficiency of the library. While some room has been gained by the moving of the museum, the report of the Librarian still shows very clearly how greatly overcrowded the building remains, and how imperative is the need for a new fire-proof library building. When one thinks that a College of the size of Bowdoin has just felt it necessary to erect a \$300,000 library building, and remembers how many-sided the work of a fully equipped modern library is, and how rapidly such a library must grow, he sees how very modest is the Librarian's suggestion of the need of a new building to cost at least \$100,000 or \$125,000. No single contribution of the same amount would probably mean so much to the life of the entire College as the erection of a really adequate library building, and its ample endowment. Is it too much to hope that both these things may be accomplished in connection with the new half-million movement?

The President is in thorough sympathy with the general policy indicated in the report of the *Dean of College Men*, and expects steadily increasing gains from the working out of this policy. In the long run, all successful administration of the highest type must go back to personal acquaintance and personal influence that shall secure some real initiative on the part of the student himself. College education that is worthy to carry out the aim of the true college must, thus, more and more seek the hearty co-operation of the entire student body. The President has therefore had long in mind the establishment, in a more or less formal way, of a kind of student senate, made up of the main elected officers of the student body, to whom could be brought the questions which chiefly concern the order and progress of the College. He is confident that the quality of the student body of Oberlin College is such as to insure a strong and cordial response to such

a movement, and to secure distinctly better results in certain respects than have perhaps ever yet been attained. Certain circumstances seemed not to make it wise to attempt a direct inauguration of such a student senate until the present year. During the present year it is hoped that definite steps may be taken in that direction.

As the terms of service of two of the *Deans of Women* begin the present year, and the office of the third, the Dean of Conservatory Women, has its sphere distinctly enlarged, of course none of the deans are prepared to report concerning work already done. The ordinary facts concerning the work of the past year will be found in the report of the Chairman of the Deans, and enough is said to indicate what I have already noted, that there is no reason for anticipating anything but high success in the working out of the new organization of the Women's Department. It will be noticed that provision has been made for a regular monthly meeting of the Women's Board, and for the reinstatement of regular monthly "General Exercises" for the women of all departments. Dr. Fitch will continue to act, as the Dean of Women has hitherto done, as head of Baldwin Cottage, and Mrs. Fargo will make her home at Talcott Hall, as the resident head there.

Dr. Fitch's report notes the appointment of Mrs. J. N. Robson as matron of Baldwin Cottage, to fill the vacancy caused by the resignation of Mrs. M. M. Clark, who, after efficient service here, goes to a similar position at Smith College.

Although Mrs. Elizabeth W. Lord has had for several years no official connection with the College, the College has rejoiced, nevertheless, in her very presence in Talcott Hall, and the President records with real regret that Mrs. Lord's health has seemed to her to make it wise to give up her residence in Talcott Hall to make her home with her daughter in Batavia, New York. The President can only hope that the blessing which she has been instrumental in bringing into so many lives may be hers abundantly in the years of loving service which may still remain.

In view of the great increase in the number of women in the institution in recent years, I have no doubt that it would be a distinct gain if at least two more halls of residence could be added to the present equipment of the College, under full College control. In the present circumstances, the College is able to provide for too few students, sufficiently to control the entire situation in the town. But even so, it is difficult to exaggerate the contribution which has been made to the entire College life by such an efficient administration as that which, for example, has characterized Talcott Hall through the many years during which it has been under the charge of Mr. and Mrs. Hatch. The next best thing to the addition of other College halls of residence would be, as is suggested by the Chairman of the Deans, the addition of a few larger boarding houses undertaken by private individuals, but of such a kind that they could be fully approved by the College, and affording in the prices charged a considerable range of accommodations. We scarcely realize how much more serious and difficult the problem of the supervision of the women is when they must be so widely scattered as at present is the case in Oberlin. Our situation in this respect is not different from that in many of the western universities and colleges, except—and this is very important—that we do undertake to give more direct and personal care than many of these other institutions. I may express my general conviction that we shall serve our constituency best, probably, by a considerable variety in our arrangements. It seems to me likely to prove a real advantage not only to continue the present Academy house, but possibly to look later either to a second house of the kind, or another much larger, in which the Dean of Academy Women might have the opportunity of immediate personal contact with a considerable number of the young women in her charge; and to add to this a similar special Conservatory hall of residence, and so to provide for some special centers of this kind for different departments, without at all

attempting to accommodate all in such special buildings. To attempt that would, I think, be as great a mistake, if not greater, on the other side. But it does seem to the President that it would be likely to prove a real advantage to have a few such centers under the more special supervision of the different departments, allowing the more particular and careful supervision that many parents would desire for their daughters. It seems to the President, also, that the establishment of one or more boarding houses where only young women were admitted, might also prove an advantage. The correspondence with students who have left Oberlin indicates the lack of such accommodations as one of the reasons for dissatisfaction. And with the completest belief in co-education, there may well be circumstances of various kinds which would make such an entirely separate provision in some of the halls of residence wholly desirable. In a word, I believe that the best policy of an institution so large as Oberlin, is to seek to provide in the most varied way for the needs of its students, giving large choice as to the special arrangements for rooming and boarding. It is perhaps worth noting, besides, that no doubt, in so large a body of students as ours, there are even many cases where the circumstances are such that it is distinctly better for the student to find his place in a quiet home where there are not more than three or four other students. Some of Oberlin's best work for its students in other years, of an indirect kind, has been done through just such quiet homes. And it is at least certain that Oberlin should never fail to provide a considerable number of places where adequate accommodation can be furnished at very reasonable rates. The College has certainly given a demonstration of the possibilities in this direction in the admirable administration of Stewart Hall the past year.

The report of the *Dean of the Theological Seminary* is a most impressive presentation of two things: the remarkable gain made in the enrolment of the Seminary at the beginning of the present year, and of the absolute need of the increase of available funds



for the Seminary, if this gain is to be maintained and increased, as may easily be the case. The work done in the Seminary is of the very highest quality, and is manifestly being increasingly appreciated by students looking to the ministry. If we do not maintain and even increase our attendance in this department, it will be due simply to the fact that we are not able to offer even absolutely necessary aid in return for useful work done. The Seminary does not pretend to compete with some of the other seminaries in the amount of aid offered, and it certainly ought not to suffer for lack of the comparatively small amount needed for this work. The situation set forth in Professor Swing's statement of last year concerning the Seminary should also not be forgotten, nor the fact that almost no addition of any considerable amount has been made to the resources of the Seminary for many years. I doubt if any seminary in the country can show a more economical administration of its funds. But the really painful economies now necessitated seriously interfere with the most efficient work on the part of the Faculty. The time has certainly come for a decided forward movement in this department; a movement that the present splendid work and progress of the Seminary richly deserve. I recommend, therefore, that the Seminary Faculty be authorized to enter upon an active canvass for the increase of the endowment of that department.

The report of the *Principal of the Academy* indicates a very encouraging gain in attendance, and shows, also, a considerably larger enrolment of boys than of girls. It is plain that the changes made in the courses, equipment and methods of the Academy, as recommended both by the Academy Faculty and by the Trustee Committee, have borne fruit, and there seems to be no reason why we may not expect a further gain in attendance. The teaching force of the Academy is sufficient to allow some further gain in attendance with almost no increase of expense. A beginning has been made during the past year in the attempt to give added dignity and importance to graduation from the

Academy. A diploma was given for the first time; though it should be noted that the number of students taking this diploma is considerably less than the actual number prepared by the Academy for College. The Academy suffers, no doubt, considerably in *esprit de corps* by the over-shadowing presence of the College, and its graduation exercises have therefore naturally suffered. Anything that can be done to cultivate a distinct Academy spirit and increase the pride of the Academy students in their own department is a clear gain. And it can hardly be doubted that the separation of the Academy athletics has been here a distinct help. Further steps might profitably be taken in this direction.

The report of the *Director of the Conservatory of Music* shows that the Conservatory has had a year of great prosperity. Professor Morrison carries the responsibility of the Directorship with manifest ease, and yet with a clear insight and a certain sureness of touch that give promise of steady progress in the Conservatory's great work. The Conservatory has made two great material gains during the year: the securing of a very fine and satisfactory organ for Warner Concert Hall, and the enlargement of that hall for the better accommodation both of the organ and of the audiences which desire to hear the notable series of artists' recitals which the Conservatory is steadily offering. This enlargement of the Concert Hall, it will be noted, is still under way. The past year has also been marked by the giving for the first time of the degree of Bachelor of Music, which means that those who receive it have not only completed the full work required for graduation from the Conservatory, but have also met the requirements for admission to College. A pretty careful study of the facts, made by the Dean of Conservatory Women during the past year, indicates the gratifying fact that, aside from those who might be called day pupils, just about three-fourths of the entire enrolment of women have had at least three years of high school work. It would seem, therefore, entirely safe for the Conserva-

tory to make at once a moderate literary requirement for admission, that might be later gradually raised, definite exception being made in the case of students of unusual musical promise whom it might be desirable to bring to the Conservatory early in their musical study, and who could carry some work in the Academy along with partial musical work. The President ventures, therefore, to suggest that in his opinion nothing would do more to strengthen still further the already splendid reputation of the Conservatory among schools of music than its ability to announce that all its students had reached a certain literary standard, and that the great majority were of college rank. For if music is indeed an art and not a matter of mere mechanical technique, it must require interpretive power that depends upon considerable breadth of culture outside mere musical lines. And if, moreover, the Conservatory is to be able to meet with increasing satisfaction the demands upon it for directors of schools of music, and prominent instructors in such schools, it needs to be able more and more to send out men and women broadly as well as musically cultivated. There is no special gain to the Conservatory in simply increasing the number of students indifferent either in general scholarship or in musical promise. In a department where the work must be so largely individual, such an increase simply means the necessary enlargement of the Faculty, and that means increasing difficulty in keeping the Faculty of the same high rank. The careful study of the actual situation, which has gone on for the past two years, seems to indicate that the setting up of a definite standard of admission to the Conservatory would in almost no case cut off a student of superior musical promise. At the same time—and the consideration is important—the problem of the supervision and discipline of the women would be quite certainly simplified, and possibly some gain made in the proportion of men to the whole body of Conservatory students. It must be, no doubt, true that in any school of music the proportion of women must be very greatly in excess of the number of men. The

figures for the last twelve years indicate that the ratio of women to men has remained pretty constantly about six to one; the percentage of men for the last year being exactly 16.7. Doubtless it cannot be certainly asserted that the introduction of a definite standard of admission would affect the proportion of men and women; but I suspect that with such a standard the disproportion would not be quite so great as at present. It seems to the President, also, to be a question well worth raising by the Conservatory Faculty, whether there are any possible changes or additions which might attract more men to the Conservatory.

The report of the *Chairman of the Summer School* shows, also, a gratifying increase in attendance, especially on the part of students of high grade. The courses intended to be especially attractive to teachers, it will be noted, have not quite paid for themselves this first year. The School has, consequently, been obliged to draw in part upon the fund guaranteed by the vote of the Trustees. But the success of these courses this first year certainly gives promise that within the three years guaranteed by the Trustees the courses will be able to stand upon their own feet. Oberlin ought certainly to be doing something, in connection with the Summer School, to furnish work of high grade to the teachers of at least this part of the State.

The reports of the *Directors of the Men's and Women's Gymnasiums* make clear at once how important is the work being done in this department of the work of the College. The very large proportion of men who, without requirement, are using the gymnasium is particularly notable. It is difficult to see how better results could possibly be expected. It will be seen that the gymnasium is used by so many as to indicate the immediate need of the additional room which would be afforded by completing the gymnasium according to its original plan. We should hardly have anticipated that this demand would come so early. In view of this situation among the men, it can be somewhat realized how absolutely inadequate the present women's gymnasium is to the

needs of the even larger number of women. Only a comparatively small proportion of the women can be accommodated at all at their gymnasium, and very many who would gladly avail themselves of the opportunities of the gymnasium we are obliged to turn away. These simple facts make a plea for a new women's gymnasium about as strong as it is possible to make it. And they show, at the same time, the eminent desirability of extending as far as possible the opportunities which the Gymnasium and Field Association seeks to offer. The growth in the Teachers' Course in Physical Training for Women should also be noted, as well as the Director's suggestion that it may be necessary even to cut down the number which can be admitted to that course, unless larger accommodations can be furnished in the gymnasium building. The important and influential work which the College is doing through this course in furnishing directors of women's gymnasiums in many places throughout the country is not to be overlooked. The College has secured an enviable reputation in this direction, and it would be a great pity to have the work in any way hampered.

In this connection it is a pleasure to call attention to the action recently taken by the General Faculty, formally undertaking a similar course for the preparation of directors of men's gymnasiums. The College has already been furnishing for some time a number of such directors, and everything seems now favorable for the inauguration of a course for men parallel to that already given to the women. The Trustees are asked to approve this action at the coming meeting. As this new course can be undertaken practically without additional expense, and as the College has already an established reputation for ability to furnish competent directors, it would seem a real pity that the formal entrance upon this work should be longer deferred. The favorable time to establish such a course is the present time; if it were deferred for even two or three years, we should doubtless lose much of our comparative advantage; for the need is one in-

creasingly recognized, and one which some other institution is certain to meet if we do not.

The report of the *Superintendent of Buildings and Grounds* will be referred to in the discussion of the material gains of the year.

The entire policy of the President looks to increasing conference among the administrative officers, and expects on the part of the teachers of all departments, together with definite departmental *esprit de corps*, a growing sense of the unity of the entire work. And the President takes pleasure in recognizing the spirit of trust and of close and harmonious co-operation which seems to him in general to pervade the entire work of the administrative officers.

### *The Work of the President*

The President's work almost necessarily includes teaching, general executive and financial work, the constant study of the greater and smaller needs and possibilities of the College as a whole, and considerable work of various kinds in the outside representation of the College. Where all parts of the work press, it is not always easy to know how wisely to divide one's time. On every side of the work considerable gains seem possible if more time could be given. It still seems hardly possible, for the present, for the President to drop any one of the three courses which he has been carrying in his teaching, with the help of Dr. Fitch and Professor Bosworth. It is a rather serious amount of teaching for an executive officer to assume, but he has not felt that he could as yet conscientiously excuse himself from any part of it. The courses all seem too important for him to abandon any of them at present. His teaching, therefore, continues in all respects as last year. The President does not regard it as a hindrance to his presidential work, but rather an important part of it that he should do a certain amount of teaching. But it may be questioned whether he is not attempting more in this direction than can be wisely continued through a series of years, especially

since his teaching is really in two departments of study. The President has felt justified in continuing to carry on his regular Sunday Bible class, because it has seemed to afford perhaps his best opportunity deeply to affect the inner life of the College. But to this work are necessarily sacrificed many outside opportunities for speaking.

As the general work of the College has become steadily better organized during the two years, as has been already indicated, considerable relief has come in several directions; but the work still to be done in lines already undertaken, and in other lines that should be undertaken, keeps far in advance of any possible present relief.

In the work of outside representation of the College, the President has spoken something more than a hundred times during the year, aside from the regular home work. This work has been divided among alumni gatherings, universities and colleges, high schools, educational meetings and important Church gatherings, and has involved, besides, numerous general addresses, lectures, and sermons. The most important of these outside engagements were perhaps the work as university preacher at the University of Chicago for two Sundays and the intervening week; a series of five lectures on the Sermon on the Mount, given at the First Congregational Church at Detroit and at the Frankfort Summer Assembly; eight lectures on the practical bearings of psychology, given at the Summer School of Theology at Evanston, Illinois; the address on The Fundamental Nature of Religion, given in the Department of Religion at the Congress of Arts and Science at the St. Louis Exposition; and addresses at the meetings of the American Board at Grinnell, Iowa, and at the National Council of Congregational Churches at Des Moines. In connection with the lectures at the Garrett Biblical Institute at Evanston, was finally completed the manuscript of a volume on the practical bearings of psychology, that has been in hand for a number of years. The main publication for the year by the

President is that of a volume of addresses under the title, *Personal and Ideal Elements in Education*, which was intended to include the more important educational and religious addresses of the last three or four years. Another line of opportunity, that has seemed to prove somewhat valuable, was opened by *The Congregationalist* in their invitation to conduct a new department under the title of "The Professor's Chair," dealing with philosophical, theological, and religious questions. Some parts of this work may seem to be somewhat aside from the direct work of the President's office, but the President is so confident that an executive must compel himself to do some really new intellectual work, if he is to keep himself at his best even in his executive duties, that he has not only felt justified in taking on some such new work, but rather bound to assume a certain amount of it, for his own intellectual salvation and the ultimate fruitfulness of his more immediate college labors.

Quite a little direct financial work has been undertaken that has not as yet borne special fruit. But the President supposes that his most important contribution in this line is to be made in the more indirect way of winning interest and confidence in the College. He conceives his first duty to be that of making the College in the fullest possible sense worthy of large and generous gifts, and in helping a larger number of men to believe that this is the case. In this larger sense he trusts that his outside work has not been wholly unavailing.

#### FACULTY

##### *Death of Professor Charles Henry Churchill*

Professor Charles Henry Churchill, our only professor *emeritus*, died in Seattle, Washington, January 19, 1904, and was buried in Oberlin January 26. At the memorial services Professor Albert A. Wright gave a sketch of Professor Churchill's life, Professor Bosworth spoke of his personality, and it fell to the President to speak of Professor Churchill's special con-



tribution to the Oberlin life. It is difficult, in such a report as this, to give any adequate estimate of the really very large contribution made by Professor Churchill to the life of the College and community. In the first place, he contributed to the Oberlin life his own unique personality. Surrounded as he was by many strong men, he still remained always quite himself, and combined many qualities not usually combined. Genial, teachable, loving, earnest, he was at the same time thoroughly honest, individual, and independent. He could be genial, and still firm in his own view; singularly loving, but eminently sensible; without a trace of maudlin sentimentality, but disliking it very much, especially when directed toward himself. He contributed, too, I think—and it was a large contribution—his balanced temperament, his equable temper, and steady, unhurried mode of work, along with undeniable earnestness. Unique, rarely balanced, of poetic insight, of quite unusual breadth, a master of explanation, and absolutely willing to serve as a disciple of Christ, he had, and he used, a large opportunity and contributed distinctly, as few others have done, to the breadth, to the richness, to the sanity, and to the interest of the Oberlin life.

### *Resignations*

Dr. Julius August Bewer resigned his position, after two years of brilliant teaching, as Professor of the Old Testament Language and Literature, to accept a similar position with his *alma mater*, Union Theological Seminary. Mr. Albert Edward Gubelmann resigned as Instructor in German to accept partial work in teaching in Yale University, and to continue his studies for the doctorate. Mr. Wilfred Hobson Sherk resigned his position as Tutor in Mathematics in Oberlin Academy to continue his mathematical study at the University of Chicago. Mr. Seeley Kelley Tompkins resigned his tutorship in Declamation in Oberlin Academy to accept a more favorable appointment in the Academy of Carleton College, Northfield, Minnesota. Mr. Dudley Billings Reed, Tutor in History in Oberlin Academy, resigned

to continue his study in the College of Physicians and Surgeons in New York. Mr. Charles Sutphin Pendleton, Tutor in English Composition in Oberlin Academy, resigned to take up other work. Mr. Carl A. Zeller resigned his position as Assistant in the Physical Laboratory to accept the headship of the physics department of the Rayen High School at Youngstown, Ohio. The work in all these cases was carried with success, and the best wishes of the College attend these teachers in their new tasks. The resignations of Dr. Alice Hanson Luce as Dean of the Women's Department, and of Miss Mary Theodosia Currier as Assistant Dean of the Women's Department, have already been mentioned.

### *Absence on Leave*

In addition to these resignations, by vote of the Trustees November 18, 1903, leave of absence was granted for one year to Mr. Lynds Jones, Instructor in Zoology, to continue his studies at the University of Chicago. By a similar vote June 20, 1904, leave of absence for two years was granted to Miss Mary Eleanor Barrows, Instructor in English, to continue her studies in Yale University, and for one year to Miss Alice Chipman McDaniels, Instructor in German in Oberlin Academy, to continue her study abroad. Mrs. Maud Tucker Doolittle, Teacher of Pianoforte, in the Conservatory of Music, is also to spend the year in further study at Berlin.

For the year 1903-1904, leave of absence was granted, by vote of the Trustees, to five members of the Faculty: Mr. Frederick Anderegg, Professor of Mathematics; Miss Arletta Maria Abbott, Professor of German; Mr. William Jasper Horner, Instructor in Singing and Public School Music; Mr. George Carl Hastings, Instructor in Pianoforte and Organ, and Mr. Orville Alvin Lindquist, Teacher of Pianoforte. Mrs. A. A. F. Johnston, Professor of Mediæval History, was also granted leave of absence for the first semester of the year. Mr. Hastings continues his study, but the others named have all returned with the beginning

of the year to their work. Professor Anderegg spent the year chiefly in study at the University of Berne, presenting in connection with it several pieces of original work in the mathematical seminar of the University. Professor Abbott and Mr. Horner studied at Berlin, and Mr. Lindquist at Leipsic. Mrs. Johnston's plan for travel and study in Sicily and Egypt was carried out as contemplated. The College is to be congratulated that it has been possible to continue to so large an extent its policy of granting occasional leave of absence, with continuance of salary, to instructors who have held the rank of professor for ten years. Probably in no other way, by the same expenditure, can so much be accomplished for the continual freshening of the teaching force.

Besides these absences during the college year, several of the Faculty were again abroad for travel or study for the entire vacation: Professor Charles Beebe Martin, Professor of Greek and Greek Archæology; Professor John Taylor Shaw, Associate Professor of Latin; Mr. Louis Eleazer Lord, Instructor in Latin and Greek, and Mr. Ernest Sutherland Bates, Instructor in English Composition. Dr. Delphine Hanna, Director of the Women's Gymnasium, and Mr. Edward Alanson Miller, Dean of College Men and Professor of Pedagogy, were also away for study during the Summer vacation—Dr. Hanna at the Harvard Medical School, and Professor Miller at the University of Chicago.

### *Appointments*

A complete list of the appointments falling within the year covered by the report follows:

*Confirmed at the Annual Meeting, November 18, 1903.*

Earl Foote Adams, as Instructor in Physics in Oberlin Academy, change of title.

Carl A. Zeller, as Assistant in the Physical Laboratory, for one year, partial work, new appointment.

*Confirmed at the Semi-Annual Meeting, June 20, 1904.*

(To begin with the College year 1904-05.)

Charles Nelson Cole, as permanent full Professor of the Latin Language and Literature.

Kemper Fullerton, as Professor of the Old Testament Language and Literature in the Oberlin Theological Seminary, for two years, new appointment. -

William DeWeese Cairns, as Associate Professor of Mathematics, change of title.

Miss Florence Mary Fitch, as Dean of College and Graduate Women, and Associate Professor of Philosophy, for two years, new appointment as Dean and change of title.

Mrs. Edith Cole Fargo, as Dean of Academy Women, for two years, new appointment.

William Jasper Horner, as Instructor in Singing in Oberlin Conservatory of Music, for two years, re-appointment.

Orville Alvin Lindquist, as Instructor in Pianoforte in Oberlin Conservatory of Music, for two years, re-appointment.

William Eugene Mosher, as Instructor in German, for two years, new appointment.

Harry James Smith, as Instructor in English Composition, for two years, new appointment.

Lila Julia Wickwire, as Instructor in Physical Training, for one year, change of title, re-appointment.

Mrs. Alice Mead Swing, as Tutor in German in Oberlin Academy, for one year, partial work, re-appointment.

Mrs. Mary Taylor Cowdery, as Tutor in French in Oberlin Academy, for one year, re-appointment.

Henry Chester Tracy, as Tutor in Botany and Zoology in Oberlin Academy, for one year, re-appointment.

Edward James Moore, as Tutor in Mathematics in Oberlin Academy, for one year, re-appointment.

Russell Parsons Jameson, as Tutor in Declamation in Oberlin Academy, Teacher in the Men's Gymnasium, and Academy Athletic Coach, for one year, new appointment.

Roy Vernon Hill, as Tutor in Mathematics in Oberlin Academy, for one year, new appointment.

Mrs. Antoinette Beard Harroun, as Tutor in German in Oberlin Academy, for one year, new appointment.

John Ebenezer Wirkler, as Tutor in History in Oberlin Academy, for one year, new appointment.

Henry S. Huntington, Jr., as Tutor in English in Oberlin Academy, for one year, new appointment.

William Cleland Clancy, as Teacher in Men's Gymnasium, for one year (one class), new appointment.

Earl Foote Adams, as Teacher in Men's Gymnasium, for one year, partial work, re-appointment.

Charles Hulburd Burr, as Assistant in Physics, for one year, re-appointment.

James Seymour Luckey, as Assistant in Physics and to take charge of two sections of the Freshman Mathematics, for one year, new appointment.

Robert Logan Baird, as Assistant in Zoology and Geology, for one year, re-appointment.

William Henry Chapin, as Assistant in the Chemical Laboratory, for one year, re-appointment.

Alma Gracey Stokay, as Assistant in Botany, for one year, re-appointment.

Miss Antoinette Putnam Metcalf, as Reference Librarian, for two years, new appointment.

*Confirmed by the Prudential Committee, August 9, 1904.*

Miss Flora Bridges, as Secretary to the President, for one year, new appointment.

*Confirmed by the Prudential Committee, October 7, 1904.*

Miss Grace Tenney, to teach one division of first year German for the first semester of 1904-05.

The list of appointments includes four well-deserved *promotions*: those of Mr. Charles Nelson Cole from Associate Professor of the Latin Language and Literature to permanent full Professor in the same department; of Dr. Florence Mary Fitch from Secretary to the President and Instructor in Philosophy, to Dean of College and Graduate Women and Associate Professor of Philosophy; of Mr. William DeWeese Cairns from Instructor in Mathematics to Associate Professor of Mathematics; of Miss Lila Julia Wickwire from Teacher in the Women's Gymnasium to Instructor in Physical Training.

The change in the general administration of the Women's Department, indicated by Dr. Fitch's title, has been already explained. With this appointment is naturally connected that of Mrs. Edith Cole Fargo as Dean of Academy Women. While this is a new appointment, it does not indicate an increase in the

administrative force of the Women's Department, as Mrs. Fargo simply replaces, in that respect, Miss Mary Theodosia Currier. The distinct responsibility for the Academy women, however, is one of the changes involved in the reorganization of the Women's Department. Dr. Fitch continues her assistance of the President in his teaching, and in this particularly difficult position of associate teacher has attained a very decided success. She also takes up, with the present year, the very important required freshman course in English Bible, which Professor Bosworth felt that he ought not longer to carry. The work which Dr. Fitch lays down as Secretary to the President is taken by Miss Flora Bridges, A. B. Oberlin College 1887, A. M. 1888, who, for reasons of health, comes from her important position as Dean of Women in Yankton College, Yankton, South Dakota. The College is fortunate in securing for even so short a time in this work the services of an experienced teacher and administrator.

Professor Kemper Fullerton comes to fill the vacancy caused by the resignation of Dr. Julius August Bewer. Professor Fullerton brings to us the full fruit of his study in Princeton College, Union Theological Seminary, and the University of Berlin, and of thirteen years of rare success in teaching and of the most vital and delightful personal relations in Lane Theological Seminary. The College has every reason to congratulate itself upon this appointment. Mr. Horner and Mr. Lindquist return to their teaching in the Conservatory after the year's leave of absence already noted. The appointment of Mr. William Eugene Mosher as Instructor in German, while it appears technically as a new appointment, is not strictly to be so regarded, as Mr. Mosher went to his two years of European study from three years of teaching in the Academy. Mr. Mosher's work abroad has been of the highest quality, and he returns with a well-earned doctorate from the University of Halle. The appointment of Mr. Mosher and the return of Professor Abbott bring the work of the German department back once more to its normal status. But the

classes in German have been so largely elected the present year that it has been necessary to ask Mrs. Swing again to take some extra teaching in German, and to appoint Miss Grace Tenney, of the class of 1899, to take one division of first-year German. It is not improbable that the German classes are somewhat unusually large the present year, because full work in German was not offered last year, in the absence of the head of the department. But, on the other hand, the present increase may continue permanent. In that case a regular additional appointment would be called for. The possibility is discussed in a later extract from Professor Abbott's report. The vacancy caused by the leave of absence of Miss Mary Eleanor Barrows was filled by the appointment of Mr. Harry James Smith, a graduate of Williams College, who comes to us after experience as an assistant at Williams, and from graduate work in Harvard University.

The appointments of Mr. Russell Parsons Jameson, of the class of 1900, of Mr. Roy Vernon Hill, of the class of 1902, of Mr. John Ebenezer Wirkler, of the class of 1903, A. M. 1904, and of Mr. Henry S. Huntington, Jr., a graduate of Yale University, also do not mean enlargement of the teaching force; they are appointed to fill the vacancies caused by the resignations respectively of Mr. Seeley Kelley Tompkins, Mr. Wilfred Hobson Sherk, Mr. Dudley Billings Reed, and Mr. Charles Sutphin Pendleton. The work done by Mr. Reed as Academy coach is now taken by Mr. Jameson. Mrs. Antoinette Beard Harroun was appointed to take the place of Miss Alice Chipman McDaniels, during the latter's leave of absence. Mr. James Seymour Luckey takes Mr. Carl A. Zeller's place as Assistant in the Physical Laboratory, and in addition, it will be noted, of two of the increased number of sections of freshman mathematics required by the large growth in that class. Mr. Luckey, although a member of the class of 1904, has had extended and successful experience in teaching, so that he does not bring to his freshman teaching an untried hand. Mr. Roy Vernon Hill, who also takes

one section of freshman mathematics, has just come from two years of successful work in the High School at Jamestown, New York. The appointment of Miss Antoinette Putnam Metcalf has already been noted in connection with the Librarian's report, as indicating a significant advance in the work of the Library. The appointment of Mr. William Cleland Clancy is required on account of the large number of men electing work at the gymnasium. The appointment of Miss Lora D. Fowler, of the physical training class of 1900, to give a part of her time to the supervision of public school work in gymnastics, will increase the practical efficiency of the Teachers' Course in Physical Training.

### *Organization*

The alumni may be interested in a further word concerning the inner organization of the College. The internal work of the College is carried on through an organization of faculties and councils, with numerous standing committees. The General Faculty is made up of all professors, associate and assistant professors, and instructors of the Theological Seminary, the College, and the Academy, and all full professors of the Conservatory of Music. The permanent full professors in each department constitute the Council of that department. The councils in each case have in charge all matters of appointment and budget, and recommendations from department councils pass through the General Council to the Trustees. The standing committees of the councils and faculties are intended to make certain that every side of the internal work of the College is regularly looked after, and, at the same time, to distribute as equably as may be this committee work among the various members of the Faculty. This very democratic arrangement has secured to the College two things of very great value: In the first place, through frequent and free discussion, a far greater unification of the entire teaching force than could be in any other way attained; and in the second place, the personal thought and experience of many dif-



ferent men coming from different institutions and environments.

The full list of committees of the Faculty, as elected for the year 1904-05, is printed elsewhere in the report, as showing the complete organization of the Faculty, and giving information which may occasionally be of value both to the Board of Trustees and to the alumni. The wide range of interests for which the Faculty must care is also clearly shown in this outline of its committee organization. The Faculty committees are now elected just before the meeting of the Board of Trustees, so that the committees of the two bodies have the same term of service. The joint committees of the Trustees and the Faculty on Endowment, and New Buildings, have in some cases been enlarged since the last report, and are elsewhere reprinted, with the additional names, for convenience of reference.

The President's dinner to the Faculty was given this year on February 5, and proved again a pleasant reminder of both the unity and the many-sidedness of the work in which we are all engaged.

### *Reports*

The reports of the individual professors, taken up in the order of academic seniority, contain numerous items of interest to the Trustees and the constituency of the College. Mrs. Johnston, Professor of *Medieval History and of Art*, calls attention to the increasing satisfaction with which her work is done, on account of the removal of her classes from the crowded room in Peters Hall to the first floor of Sturges Hall. The change makes it possible better to care for and to exhibit the illustrative material in her classes in Art, and at the same time to admit to her lectures a considerable number from the community who could not be so well accommodated before. This is certainly, as Mrs. Johnston implies, a legitimate, valuable, and inexpensive form of university extension work. The concluding words of the report of Mrs. Johnston, who now out-ranks us all in seniority of service, will not be without interest to the friends of the College:

"In closing this report, I am moved to say that, with a background of thirty-four years of observation and experience, the present outlook of our College seems to me very hopeful. The wise and careful management of our finances, the vigorous and progressive administration in all departments, the harmony and good cheer in the Faculty, are an earnest of future growth and usefulness."

A similar note is struck by Professor Albert A. Wright, in his report for the Departments of *Geology and Zoology*, who begins by saying: "Never in my work have I had more successful or enjoyable classes than in 1903-04. In several cases the inspiring influence of a few superior students upon the whole class was advantageously illustrated. The College was generous to the department both this year and last in increasing the number of microscopes, so that now sections of thirty students can work at the same time with essentially equal outfits." On account of the leave of absence of Mr. Lynds Jones, a part of his classes will be omitted for the year. The other part will be carried by Mr. Baird, whose work in the zoological laboratory has been a distinct gain for the department.

The following two paragraphs from Professor Wright's report ought certainly to be presented entire. It is hard to make the appeal for a new building more emphatic than it is made by the simple presentation of the facts these paragraphs contain:

"The college museum was removed during the summer vacation to Bradley Auditorium in the third story of Peters Hall. All the cases but three were removed from the library building, and the specimens which had been previously scattered in various corners, attics, and cellars of other buildings were brought together in Peters Hall. Five weeks of my own time were spent in the removal and partial re-arrangement of the material in its new position, but much more work will be necessary before it can bear critical inspection, or be profitably opened to the public. It is a great improvement to have the museum all together in a light and dry place, even though the cases are far too few to protect and display it all. The laboratories and teaching rooms of the department must still remain in the library and chemical buildings, however, and it will be seen that the use of the collection for the instruction of students will be attended with many inconveniences.

"We possess a very valuable museum in Zoology, Geology and the related sciences. Constant inquiries are made for it by visitors and friends of the College. It is a stimulus to students, indispensable in instruction, and from its richness in several departments it has been visited by eminent scientists from this country and from abroad, the last being Dr. A. Smith Woodward, Keeper of Geology in the British Museum, author of the four volume catalogue of the fossil fishes in the British Museum, who was drawn here this summer by the fine collection of fish remains that were taken from the shales of this county, and within a few miles of Oberlin. The urgent need of a building planned for the purpose, which will adequately protect and exhibit our collections, and contain the teaching and work rooms of the departments involved, is evident to every one who views the situation."

Two paragraphs are taken from the report of the Professor of the *Harmony of Science and Revelation*, Professor G. Frederick Wright:

"My chief scientific publication during the year has been a lengthy paper in the *American Geologist* (Vol. XXXIII, April, 1904, pp. 205-222), on 'Evidence of the Agency of Water in the Distribution of the Loess in the Missouri Valley.' This is the result of very important observations in the field during 1903, bringing to light the startling fact that during the closing stages of the Glacial Period the Missouri River was for some time subject to annual floods two hundred feet in depth.

"Much of my time has been taken in preparing my course of Stone Lectures, to be given in Princeton in November of this year, on 'The Historical Character of the Old Testament,' in which I shall endeavor to shed, on many narratives in the Pentateuch, the light which I have obtained from my extended geological observations, and which I have been long delayed in getting adequately before the general public."

The report of Professor Albert H. Currier, of the Chair of *Homiletics* in the Theological Seminary, makes it clear that he is steadily taking pains to increase the value and interest of his courses in one of the subjects which it is most difficult to teach. He has made several notable additions during the past year to his previous lectures.

The Professor of *History*, Professor Lyman Bronson Hall, records his satisfaction that after so many years of planning and waiting, the past year was the first to see his whole time given to

historical teaching. Professor Hall's rather unique course in Current Events has proved increasingly popular and valuable the past year. While grateful for the liberality of the Trustees and the Library Committee in their appropriation, he still feels that the great hindrances to his work are "the lack of books, especially the lack of promptness in securing the best new books, and the lack of duplicates of many of the most useful historical works in the library, and the lack of maps, especially detailed and large scale maps, of England and America."

Professor Frank Fanning Jewett, of the Department of *Chemistry*, notes two special gains in that department during the past year: the appointment of Mr. W. H. Chapin to give his full time as Assistant in the Chemical Laboratory, and the enlargement of the work of that department by the introduction of a course in electro-chemistry. The addition of Mr. Chapin to the teaching force makes it possible to keep the laboratory open from morning till evening, and not, as hitherto, at a few appointed periods of time. Concerning the course in electro-chemistry, Professor Jewett says:

"Electricity is now so important an agent in the carrying on of many chemical analyses, as well as in the commercial production of so many and so important chemicals, that it can no longer be neglected in such a course of chemical instruction as we are qualified to give our students. It is probable that the department will need to ask for assistance in the more complete equipment of the electro-chemical laboratory, which has just been opened."

For the Department of *Greek*, Professor Charles Beebe Martin reports that "the most important feature of the year was the establishment of a course in elementary Greek, which in one year prepares for the Greek of the freshman year. This course was elected by twenty, fifteen of whom completed satisfactorily the work of the year." It may be worth noting, incidentally, that the influence of the Rhodes scholarships, on account of the entrance requirements at Oxford University, seems likely to be thrown somewhat strongly in favor of the Greek in our Amer-

ican colleges, as well as of the Latin and Mathematics. It is much to be desired that some regular appropriation should be made for greatly increasing the available material for the work in classical archæology. The small fees which can with any justice be charged in such courses, and the receipts from an occasional Art Exhibition, are quite too precarious to permit the really needed growth; though truly remarkable results have been attained through the enthusiasm of the teachers interested. Professor Martin shares the conviction of the Librarian, of the need of larger appropriations for books for the more immediate use of instructors.

During the absence of the head of the department, Professor Frederick Anderegg, the Department of *Mathematics* was in charge of Associate Professor William DeWeese Cairns. On account of Professor Anderegg's absence, the full elective work of the department was not offered; but those elective courses most important for continuing the higher elective work of the present year were given. Professor Cairns recommends that the course in Mechanical Drawing and Descriptive Geometry, and that in Surveying, be given each year, instead of alternate years, as at present, for two reasons: "More students now apply for the work than can be cared for with the efficiency that is desirable, and it is often the case that a student who comes just for a year does not find the particular course that he wishes to elect, offered that year." He adds:

"The appropriation for library purposes was devoted to the purchase of *Die Encyklopädie der Mathematischen Wissenschaften*, which collates under the supervision of the most eminent mathematicians the chief results of modern mathematics. The money voted for the purchase of surveying instruments has given a transit, a compass, two levels, and some smaller apparatus; it supplies a much-needed addition to the equipment."

The report of Dr. Fred Eugene Leonard as Professor of *Physiology and Physical Training* covers a field less familiar than that of most of the departments, and may perhaps well be given

this year, on that account, entire. It throws, also, an important side light on the way in which Oberlin's influence is extending in this matter of physical training:

"During the first semester of the year 1903-04 I gave courses in human anatomy, advanced gymnastics (physical training 3), the theory of physical training, and the history of physical training—a total of nine hours a week in the class room or on the gymnasium floor; and in the second semester courses in physiology and hygiene, advanced gymnastics (physical training 4), and the literature of physical training—a total of ten hours. From the end of November until the Easter recess I also conducted a training class for teachers and squad leaders in the Men's Gymnasium, meeting them one hour a week for practice, and gave during the winter a course of twelve lessons in fencing to juniors and seniors in the Teachers' Course, and another of twenty lessons (ten to each class) in exercises on apparatus to these same young women in the spring. Physical examinations occupied ten hours a week throughout the first semester, and were given at intervals during the second. An office hour was kept between four and five o'clock daily, except on Saturdays.

"On the afternoon of January 30th I read a paper on 'Physical Training in the Schools of Germany and Sweden' before members of the Cleveland Physical Education Association, and this was afterwards published in the June and July numbers of *Mind and Body*. Dr. Hanna and I were both invited to join, as charter members, in the formation of an 'American Society for Research in Physical Education.' Dr. Hanna is one of two women in the list of twenty-two members, and I have been made a member of the Executive Committee for three years. At the first meeting of the Society, held in Boston, April 1st and 2d, we were both present, and I presented a paper on 'The Beginnings of Modern Physical Training in Europe,' which appears in the June number of the *American Physical Education Review*. I have also made regular contributions to the departments of Bibliography and News Notes in the same *Review*, as for several years past, assuming responsibility for the contents of four German periodicals.

"Last spring, in view of repeated requests from those in charge of the Department of Physical Training at the St. Louis Exposition, it seemed best to send on something illustrating and describing the work done for men in Oberlin College. Two large framed sheets were therefore prepared in April, one of them containing views of Warner Gymnasium and the athletic fields, and the other floor plans of the building with printed text explaining its main features and the plan of work adopted, and giving

some facts regarding our facilities for athletics and our method of control. Much of the material used had already appeared in the pamphlet published by the College a few years ago under the title 'Physical Training for Men in Oberlin College,' and since the original edition of this was almost exhausted a second one was printed in June, for distribution among prospective students and others likely to be interested in this phase of our college life.

"Most of the summer was spent in literary work in Oberlin, and some of its fruits will appear in print in various periodicals during the current year, e. g., an article on 'Adolf Spiess, the Founder of School Gymnastics in Germany,' in the November *Mind and Body*, and another on 'Per Henrik Ling, and His Successors at the Stockholm Normal School of Gymnastics,' in the December number of the *American Physical Education Review*."

Professor John R. Wightman, Professor of the *Romance Languages and Literatures*, speaks of the important advance made in that department for the last year, in that for the first time it was able to command the full time of two professors. Two other points of special interest are brought out in his report:

"An innovation of the year was the inviting of Professor André Michel, of the Louvre, Paris, to give a lecture before the students and general public in French. The lecture, which was upon 'The French Cathedrals,' was copiously illustrated and proved quite successful. Already steps have been taken to secure a lecture of a similar character from another noted Frenchman, M. Brentano, of the Arsenal Library, Paris. It is hoped that we may make some such lecture in French a yearly event of the Department. Our French Circle has this year entered into affiliation with the 'Alliance Française,' and has begun its meetings with increased interest and numbers."

A single extract ought to be made from the report of Professor Albert Temple Swing, of the Chair of *Church History* in the Seminary:

"Being now in the twelfth year of this work, I may say that the aim has been in all these years to strengthen the scholarly features of the department and keep it in touch with the best of the newer movements. In this direction I published this year the *Outline of the Doctrinal Development in the Western Church*, based on the *Dogmengeschichte* of Friedrich Loofs, which, after corrections and enlargements, will later be given to the public."

Professor Louis Francis Miskovsky, Principal of the *Slavic* Department, could hardly help emphasizing the great need of some more adequate provision for its financial support. The College, of course, has never assumed the financial responsibility for this department, and could not wisely do so. But Professor Miskovsky's remark remains thoroughly justified when he says:

"Truly the more than three million citizens of Slavic extraction in the United States furnish an excellent opportunity for Congregational Christians to do some useful and needed work in foreign missions at home."

In the absence of the head of the Department of *German* for further study abroad, it was not attempted to offer the full work in that department last year. Professor Abbott's full statement of the equipment which Dr. Mosher brings to the department and of the present conditions of the department should here find place:

"The appointment in June of Dr. W. E. Mosher as Instructor in German has met an urgent need, long felt. Dr. Mosher comes to the department with strong equipment. He took the degree of A. B. at Oberlin College in 1899, taught German in our Academy from 1899 to 1903. The summer of 1900 he spent in Germany. He attended the summer course at Marburg in 1902, studied at the University of Berlin 1902-03, at the University of Halle 1903-04. He received the degree of Doctor of Philosophy from the University of Halle in August, 1904. Dr. Mosher is a teacher of unusual power, a scholar of superior ability and attainment, and a man of high ideals and great force of character.

"Permit me to call your attention to the condition of the department as we enter upon the work of the present year. The large number of students has made it necessary to form three sections (81 students) besides those taught by Dr. Mosher and myself. By a temporary arrangement Mrs. Swing is teaching two of these, and Miss Grace Tenney one. Even with this arrangement the sections in second and third year German are too large for the best work. In my judgment a section in these elementary grades should not contain over twenty-five students, whereas the facts show that four of the sections contain thirty or more. Only by daily individual drill can the accurate, thorough work be done which is the aim of the department. For this a reasonably small number in a section is an absolute necessity. Twelve hours of teaching in college German is being done outside the regular teaching force. To the courses offered, another course, of at least two hours, should be added: a course



in review of grammar and elementary composition. This would meet the need of a considerable number of students who come to us each year with indifferent preparation. These students have read enough to meet the requirements of our third and fourth year work, but have not sufficient knowledge of grammatical principles, of simple conversation and of prose composition to enable them to carry the work of our advanced classes. If, then, we add two hours to the twelve hours now being provided for by extra teaching, we have fourteen hours—full work for a third teacher. May I add that the correction of written exercises in the first, second, and third year classes consumes so much time that fourteen hours means very heavy work for a teacher. It seems imperative that a third teacher be appointed for next year."

It has been a constant surprise to the head of the Department of *Physics and Astronomy* that so many students have desired to elect the very difficult advanced courses in Physics. The amount of work carried by the department with the help of two assistants, who are supposed to give only part time, is indicated, when one takes account of what the implied laboratory work means, by the single statement with which Professor Charles E. St. John's report begins:

"During the past year the work in this department consisted of the five-hour course in general Physics, the four-hour course in Electricity and Magnetism, the four-hour course in Heat and Light, and the three-hour course in Astronomy, all throughout the year. The class in general Physics was divided into three sections for laboratory work, and the class in Astronomy worked in one section. It would probably have been quite impossible to carry so large an amount of work if the assistants had not really enthusiastically given more time than the College could fairly require from them."

Dr. Simon Fraser MacLennan, Professor of *Philosophy and Psychology*, states feelingly the difficulties that the college instructor in the department of Philosophy must face, as compared with the university instructor, and calls special attention to the fact that "the struggle to be a contributor to the science of his own department and not merely an expositor, is much more severe for the collegian than for the university man. The collegian has a wider range of work, is subjected to greater strain, has poorer

facilities than the university man, and is subject to the additional hardship of being in centers less evident to the general eye than is he of the university. And yet it cannot be doubted that the college teacher, if he is to deal fairly by his department, must keep in touch with the progressive movements of his own special work." That Dr. MacLennan, in spite of the very heavy amount of work he has carried, has not allowed himself to be kept from original work, is shown by this further statement of his literary work for the year: "Extended reviews of Knox's *Fundamental Proofs of the Christian Religion*, Royce's *World and the Individual*, an article entitled "The Fundamental Problem of Religion," all published or to be published in the *American Journal of Theology*; a contribution (upon request) to the Decennial Publications of the University of Chicago; a review of Professor Bradley's *Appearance and Reality*, published in the *Journal of Philosophy, Psychology, and Scientific Methods*." It is only fair to say that, in the judgment of the President, Dr. MacLennan has been doing some notable constructive philosophical thinking in connection with the most promising and vital philosophical movement of our time. Justice cannot be done Dr. MacLennan without bringing out with explicit clearness the absolutely pressing need of some further assistance in Experimental Psychology. Dr. MacLennan's own careful statement on this point deserves to be reproduced.

"The increased number of students makes it impossible to carry the arrangement for a longer period. During the year 1903-04 there were registered in the required courses in Philosophy the following numbers: Psychology, 113; Ethics, 94; Introduction, 46. This present semester there are 126 students of Psychology. In Mathematics, in English, etc., the increase of attendance has led to increased sections with a consequent increase of the departmental force. Were the same method followed in the required courses in Philosophy, an additional instructor capable of carrying those courses would be a necessity. It has seemed wisest, however, not to make such a demand, both on account of the improbability of such an addition being possible at present, and because it has been found that the significance of the course for the class as a whole is greater

where it is handled as a single organization. The complement of this arrangement, however, is a seriously increased burden in arranging for individual daily recitations and for the intellectual discipline which alone makes a required course worth while. As will be evident, oral recitation is out of the question, and a brief written exercise at the beginning of the hour must be resorted to. This, in turn, demands some eight hours labor each week for examining and grading these exercises. Without the written recitation the class could not be conducted except with division. With it an increasing amount of mechanical work is thrown upon the teacher's hands. Apart from this, seven years' experience with the written exercise has convinced me of its great pedagogical value. It has insured definiteness and thoroughness in daily preparation and has been an important drill in the art of precise exposition. I believe, therefore, that the present method of conducting the required classes in philosophy should be continued, but that adequate provision should be made for the efficient handling of the mechanical side of the work."

If to this situation there is added the consideration of the amount of time taken for the preparation for the psychological laboratory, I think it can hardly be doubted that the need of an assistant here is probably greater, on the whole, than that in any other department. It should be remembered that Dr. Fitch's teaching brings relief to the President's work in this department, but not to Dr. MacLennan.

Professor William George Caskey, of the Department of *Oratory and Rhetoric*, calls special attention in his report to the fact that the greatest growth of the department is in the direction of debate.

"Six years ago it was with difficulty that a team could be found to meet our rival for that year in the League Debate. This year there were 35 entries for the first preliminary. A valued Faculty committeeman said to me recently: 'The best thing about the debate interest is that it has a steady growth among the students and can be counted on to continue.' Our effort has been, for the past four years, to create an interest in debate among the literary societies. That effort is being rewarded. My courses in argumentation and debate are not largely elected, but I notice that it is the men trained in these courses that are shaping the character of the society debating. The text and reference books used in class are found in the hands of many who never take the courses. The

work with seminary men is as satisfactory work as I am permitted to do. The needs are there so vital and the men are mature enough to know the importance of what is attempted. The work is a pleasure among such men."

Professor Frederick Orville Grover, of the Department of *Botany*, reports that "during the past year two new courses have been offered which it was hoped would add much to the strength of the department. The results in attendance and interest seem to have warranted the expectation. The new courses are a three-hour course in Organic Evolution and a two-hour course in Dendrology. These two courses numbered 57, making a total registration in the department of 131; a total increase over the previous year of 98½%. The systematic collection and study of some of the more difficult members of the Lorain County flora, which has been in progress during the past three years, has been continued. Over 150 marked specimens of oaks, willows, and thorns, among others, are being studied in the field. To aid the class in Dendrology in the identification of trees in winter, the head of the department prepared during the year '*A Preliminary Key to the Trees of the Northern United States*,' based upon their winter characters. This enables the identification in winter of about 100 of the more common trees. So far as he knows, it is the first key of the kind to appear." While the new quarters of the Botanical Department in the Lincoln House are for the most part as satisfactory as could be expected, the lighting of the middle of the rooms is found to be much poorer than in the Finney House, from which the department has had to be moved to make room for the new Chapel building.

Professor Charles Henry Adams Wager's analysis of the situation in the *English* Department, seems to me so just that I venture to put his report before the Trustees in its entirety. It represents the ideal, certainly, towards which the College should steadily work in the development of this department.

"Permit me to bring to your attention what seems to me to be the most urgent need of the Department of English: the appointment of an

Associate Professor, to be responsible for the work in Composition and to offer certain much-needed elective courses in Composition and Literature. In the former there are but two one-hour elective courses offered. A thorough course in the Theory and History of Rhetoric, for example, is greatly to be desired. The number of sections in required composition must be increased rather than diminished, and the services of two instructors cannot therefore be spared. In Literature the need of larger equipment is still more pressing. The History of English Literature, the fundamental course in the department, and the course that is always largely elected, is taught at present in two sections of upwards of sixty each. There are obviously certain courses that a self-respecting department is obliged to provide for the benefit of such students as seek special and thorough training in the subject. This implies that certain generally popular courses shall be offered at most only in alternate years, and when offered that they shall be so largely elected as to interfere with their efficiency. Such is the course in the Elizabethan Drama, which this year contains more than 100 students. Moreover, there are certain courses, for example, the Eighteenth Century Literature, American Literature, the History of Criticism, the History and Theory of Prose Fiction, that cannot be offered at all. It seems to me undesirable, too, that in so fundamental a subject as Literature, and one that touches so many persons, our advanced students should be limited to the point of view of a single teacher. In this respect I fear that Oberlin is not abreast of other colleges of her rank. It gives me pleasure to say that the regrettable gaps in the English section of the Library are gradually being filled, and the work of the department, in consequence, greatly facilitated."

The report of the Professor of *Economics and Sociology*, Professor Ernest Ludlow Bogart, also shows the pressure of the increasing number of students, and the great desirability generally felt by the Faculty of further assistance in this important department. The report also contains impressive illustration of the library needs along the lines of research. The report follows:

"For the Department of Economics and Sociology, I have the pleasure of reporting continued interest on the part of the students and increase in the size of the classes. There are registered in the courses given by me this semester 162, as against 123 at the same time last year, of whom 125 are men. This fact emboldens me to urge a request which I made in my last report, namely: that an assistant be provided who could give

at least a part of his time to this department, and thus permit the development of additional courses or the more frequent repetition of those which are now given only every two or four years. This and the ever recurrent need of more books are the two pressing needs of the department. One year ago I was assigned the field of Ohio State Finance, in a co-operative *Economic History of the United States*, to be written by a number of economists of this country. I have directed the work of the Economic Seminar into this channel, and with the help of the students have for over a year endeavored to collect the necessary materials. Owing to the complete lack of the early documents of Ohio in our library, and—so far—the impossibility of borrowing them elsewhere, it looks now as if this important piece of work will have to be dropped or given into other hands. This merely emphasizes the importance of having books that will permit independent research. We need not merely to buy new books but even more to fill up the yawning gaps in the older economic literature.”

Professor Edward Alanson Miller, Professor of *Pedagogy*, reports an additional course in the Department of Pedagogy, on organization and administration of schools. The other courses given in the department are well elected, and Professor Miller feels that it is wholly desirable that he should soon be able to give his entire teaching time to this department, rather than to divide it, as at present, with some work in History.

Professor Kemper Fullerton, of the Department of the *Old Testament Language and Literature*, is offering the same courses as those given by Dr. Bewer, except that the courses in special introduction to the literature of the Old Testament and in Old Testament theology, will be treated in connection with a more general course in the History of Israel, running throughout the year.

The report of Dr. Charles Nelson Cole, of the Department of the *Latin Language and Literature*, brings out two changes in that department. The course in Roman Archæology and the Teachers' Training course are made to alternate from year to year; and a senior elective reading course, three hours a week, has been added to the courses previously given. This has been

made possible by the appointment of Mr. Lord as Instructor in Latin and Greek, and the transfer to him of two sections of the freshman Latin. Mr. Lord's appointment has also made possible the introduction of work in Prose Composition for all freshman classes, to the very evident strengthening of the course. Professor Cole believes that the standard of work throughout the department is slowly but steadily being raised.

The full statistics concerning the numbers and changes in enrolment in the different departments is contained in the full *table of instruction units* in the Secretary's report. The increases in the amount of instruction in Zoölogy and Chemistry are particularly striking. The increase in Zoölogy is no doubt largely due to the fact that those courses have been made accessible to students earlier in their course than was formerly the case, and in Chemistry, to the improved equipment, extended curriculum, and enlarged teaching force in that department.

It will be noted that the Secretary's report also brings out the fact that the Faculty has been increased during the past year, largely on account of the greater number of students, by ten teachers of all grades.

### *Methods*

It has long been the policy of the College to make the head of each department primarily responsible for the largest possible results in that department. The methods of instruction, therefore, have not become a cut and dried system, but each head of department has been left free to work out in his own individual way the methods which he regarded as best adapted to the most thorough work in his own line. While no doubt the departments have not all been equally successful, on the whole the results seem to justify this general plan. The increasing amount of work of a genuinely seminar kind in the courses in the Theological Department is particularly worth noting. It is true, as it ought to be in a graduate department, that no severer work is done any-

where in connection with the College than is done in some of the courses offered in the Theological Seminary. A general survey of the reports makes clear, of course, the pressure everywhere arising from the very growth of the College—pressure for additional assistants, pressure for recitation rooms, pressure for enlarged library equipment. The very source of our need is thus, nevertheless, a real cause of encouragement.

The President looks forward to the time when he can take the opportunity for a more thorough acquaintance with the inside work of the College than has perhaps been had in years by any single person connected with the College. He hopes in time to be able to know, with an accuracy to which he cannot at all now pretend, the work of the College in all its directions. Such a thorough mastery of the internal conditions ought to make it possible to insure the highest educational economy.

#### ALUMNI

The alumni of a college should always form the very heart of its natural constituency, and are quite certain, ultimately, to be the determining element in its spirit and policy. They certainly deserve explicit recognition in the report of the President.

#### *Necrology*

The Obituary Record of the Alumni of Oberlin College for the year 1903-04 was carefully prepared by Mr. Luther D. Harkness, and published as one of the regular bulletins of the College. It contains concise sketches of forty-seven alumni who have died during the college year; *i. e.*, the list does not contain, it should be noted, those who have died since Commencement. The number of deaths is naturally the largest ever included in the necrology. The classes thus broken in upon range from 1838 to 1903, and the ages at death from twenty-five years to ninety-two years. Twenty-two of those whose deaths are here recorded reached the age of seventy or over, and thirteen the age of eighty or over. Professor Root notes that the Rev. Elisha B. Sherwood of St. Joseph, Mis-



souri, of the Theological class of 1836, remains, as for some years, the senior alumnus. The full list of names follows:

George Athearn Adams, '47.  
Robert Bruce Bagby, '74.  
Archibald McCullum Ball, '44.  
Joseph Hotchkiss Barnum, '54.  
Francis George Blanshard, '96.  
Hannah Maria Boardman, '49.  
Minnie Loretta Cheesman, '73.  
Charles Henry Churchill, '52.  
Edward Partridge Clisbee, '49.  
Lois Mary Church *Cowles*, '58.  
Matthias Day, '48.  
Daniel Fowler DeWolf, '67.  
Amos Dresser, '39.  
Ann Jane Gray *Dresser*, '50.  
Charlotte Pearl Halstead *Fairchild*, '62.  
Amelia Lodema Ferris, '74.  
Henrietta R. James *Fowler*, '62.  
Martha Matilda Miner *Fraser*, '63.  
Claudius Buchanan French, '83.  
Harry Norman Frost, '01.  
George Washington Hall, '50.  
William Andrew Hobbs, '76.  
Ward Isaac Hunt, '47.  
Merton Horr Jameson, '96.  
Thomas Jones, '85.  
Thomas Whitley Jones, '57.  
Abbie Ruth Skinner *Kendall*, '51.  
Benjamin Franklin Koons, '74.  
Malcolm Acton Laughbaum, '03.  
Moses Maynard Longley, '42.  
John Lynch, '51.  
Martha A. Williams *Mabbs*, '42.  
Victor Ebenezer McConnoughey, '87.  
Ermina E. Morse *McCormick*, '59.  
Hettie Phinney Carpenter *Morse*, '88.  
Albert Moser, '92.  
Chloe Bradley Newton, '47.  
Ida May Hicks *Nichols*, '94.

Edna Thompson *Robbins*, '83.  
Giles Waldo Shurtleff, '59.  
James Lawrence Smith, '38.  
Mattie Eleanor Davies *Spensley*, '78.  
Ruth Maria Tracy *Strong*, '84.  
Thomas DeSalieri Tucker, '65.  
Mary Caroline Waterbury, '51.  
Louise Clark *Westervelt*, '73.  
Delia Ray Whipple *Wheelock*, '53.

It is impossible to review the sketches of these lives without being impressed anew with the great and useful work which it has been given the College to do through its alumni.

### *Growing Influence*

The College is beginning to feel the rewards of its seventy years of service, in the manifest growing strength and influence of its body of alumni. While it can still claim, of course, in this respect, only a small constituency, compared with some of the much older eastern universities, it can gratefully recognize the results already achieved by its graduates. It was interesting, for example, to have brought out so strongly at the recent meeting of the American Board, in a paper presented by Dr. Gregg of Colorado Springs, on "The Contribution of Western Colleges to Foreign Missions," that Oberlin's contribution here had been much larger than that of any other western college. A recent statistical inquiry made by *The Congregationalist* also shows that Oberlin now leads all the colleges of Congregational affiliation in the number of men sent into the ministry. A still more notable fact came out in connection with the meeting of the National Council of Congregational Churches at Des Moines. The roll of regular delegates to the Council, elected by local Conferences and by State Associations all over the country, shows that Oberlin contributed from its alumni almost exactly one-seventh of the entire delegated attendance,—a striking indication, certainly, of the present influence of the College in the denomination. The fact, of course, is not in any way to be emphasized as against the interests of other

colleges. Nothing can be further from the thought or desire of the College than the pressing of any such separate college interest. The fact is mentioned simply as a gratifying indication of the actual and natural present influence of the alumni. The facts already noted are in the line of Oberlin's previous natural strength. It is quite as interesting to recognize the increasing variety of work into which the graduates of the College are entering, and the plainly growing financial strength of the alumna body. While our alumni still number few of large wealth, compared with the alumna rolls of eastern universities, the College may still look for gifts from its alumni, steadily increasing in number and amount as the years go on.

I may venture to express again my most earnest hope that with the gradual paying up of the Reunion subscriptions, the *Living Endowment Union* may come to include a very large proportion of all our alumni, who shall count it a privilege to include the College in the list of their regular annual benefactions, whether large or small. For I am thoroughly persuaded that it would be a very sorry day for American education, when our great colleges and universities should become entirely dependent upon a few donors of prodigious wealth. For their own internal health, for the preservation of a sense of manly independence, and above all, for the sake of the contribution of many personal lives, those institutions that intend to do really vital work in education need to have a large number of constant givers of comparatively small sums. It should not be forgotten that money that can be depended upon in this way from year to year represents the interest on very much larger sums, and has power to contribute essentially to the efficiency and success of the college work. If even half of our alumni could be counted upon to have even a small part in this work, some exceedingly important needs of the College could be regularly met at once.

The alumni may become, besides, the means of deeply interesting others in the work of the College and putting the Trustees

and Faculty in touch with these, who may be able to give in much larger sums than the alumni who have first won their interest. It is quite impossible for either the Trustees or the Faculty to have the breadth and closeness of acquaintance with possible donors that is required if the largest needs of the College are to be at all adequately met. May it not be expected that the alumni will have definitely in mind this great possible service which they can render to their alma mater? These are the natural, normal, most hopeful, and most permanent lines of financial growth for the College.

### *Closer Relations*

But if such results as those just suggested are to be obtained by any college from its alumni, they must follow careful and persistent effort on the part of the College to keep in the closest possible touch with its alumni. To this end, for a number of years, the College has been regularly sending out to all its alumni every year copies of the college catalogue and of the annual reports, and every fifth year a copy of the quinquennial record. The catalogue may seem to many of the alumni a rather formidable document, but so much care has now been given by the Secretary to its arrangement that surely by the use of the table of contents and of the index, the answers to the most important inquiries concerning the College can be readily found. It is hoped that the alumni may be able to make definite use of the catalogue in many cases, in interesting prospective students. Some of the alumni have become, in this respect, important recruiting agents for the College. It is the aim of the President and the other officers of the College to give in the annual reports as clear and comprehensive surveys as possible of the work of the College during the year covered by the reports. The President tries to make his report a complete and accurate history of the year, that can be counted upon to include every important fact. Not all portions of the report, of course, can be equally interesting to all. But it is hoped that the alumni generally may take the time at least to

turn over the pages of the report, and so be able to note the points which are of most interest to them individually.

The regular meetings of the various Alumni Associations, to which a representative of the Faculty is usually sent, remain, of course, among the most direct and helpful ways of maintaining and stimulating interest in the College. Besides the President, Professors Johnston, Root, and Miller have represented the College at such meetings during the past year.

An important step in the direction of these closer relations with the alumni, it is believed, has been taken in the establishment of the *Alumni Magazine*, under the special editorship of two of the alumni, Mr. Louis E. Lord, of the class of 1897, and Mrs. Helen White Martin, of the class of 1887. The editors intend to make the magazine a real mirror of those aspects of the college life which will be of most interest to the alumni. A "Question Box" has been included in the plans of the magazine, in order to give opportunity for the frankest inquiries on the part of the alumni. The President will try, in this department of the magazine, either directly, or indirectly through other members of the Faculty, to meet these inquiries with equal frankness. As a mere matter of policy, if there were no other consideration, the President is thoroughly persuaded that in the long run no gain is made by an attempt to cover up from the natural constituency of the College any facts that for the present may seem uncomfortable, provided the close personal relations necessarily involved in educational work are carefully respected and duly guarded.

The general Committee on Commencement have long been trying to devise means of making the *Alumni Day* at Commencement more interesting and profitable. At their suggestion, at the last Commencement, a new feature was added to the program of the morning exercises, in a concise review of the year by the President. It is hoped that some further gain may be made by the introduction from time to time, for discussion at that meeting, of some vital and practical topics of college policy. The President

is confident that the Commencement Committee, and the officers of the general Alumni Association, would welcome any suggestions from the alumni looking to increasing the interest of alumni day, or in any way strengthening the ties which bind the alumni to the College. One plan that has been followed with satisfaction for about a year by the alumni near Boston may be worth consideration in some other localities. A number of the alumni of Boston have planned to lunch together about once a month, it being understood that no extra expense is attempted in connection with the occasion.

It may be expected that the putting of the care of the alumni list and record in immediate connection with the other work of the Secretary, may also help to keep the College as a whole in closer touch with its graduates.

It would seem very desirable that at least as soon as the 75th anniversary of the College, another alumni record, similar to the "Semi-Centennial Register," should be prepared. Many of the facts for such a record are already in hand. Probably a sufficient number of alumni would care to possess such a record to provide for the expense of issuing it. I am even inclined to think, with President James of Northwestern University, that a similar record of all who have ever matriculated in connection with the College department, would be a very profitable college enterprise. It not infrequently happens that some of the warmest friends of the College are to be found in the ranks of those who have had only a comparatively short period of residence at the College.

#### ADVISORY COMMITTEES.

These Committees stand, in a way, as intermediary between the alumni and friends of the College and the Trustees and Faculty. The important reports already made by some of the Committees illustrate the large possible service that is here opened. The plan of Advisory Committees was originally instituted with the hope that it might secure the more direct and personal interest of a greater number of alumni and friends of the College than

could have membership in the Board of Trustees, and that the suggestions and recommendations of such comparatively outside committees might prove a genuine help to the respective interests under their special oversight. The entire list of committees is published with the list of Trustees and of Trustee Committees at the beginning of the *Annual Reports*, as an important part of the record of the year.

The President recommends that the present Trustee members of the several committees, whose terms regularly expire January 1, 1905, be continued for another term of three years. The vacancy in the chairmanship of the Committee on Modern Languages, caused by the death of General Giles Waldo Shurtleff, should of course be filled at this meeting.

## STUDENTS

### *Attendance*

The statistics of the Secretary's report set forth so fully the facts concerning the enrolment and the changes in enrolment that have occurred in the different parts of the College, that little more needs to be said about it here. It is to be noted in general that the enrolment of 1,618 last year was distinctly the largest in the history of the College, in spite of the fact that, on account of the previous plan of issuing the catalogue in the Fall, some preceding catalogues contained a larger apparent enrolment than the last catalogue; because under that plan the students of the Winter and Spring terms of the preceding year, and those of the Fall term in the year in which the Catalogue was issued were naturally all included. But this really meant the enrolment of most of the different students of both years, and so considerably swelled the total. The present year shows a still further increase over last year. The fact that the College Department increased nearly 50 per cent in three years is especially noteworthy. The slight diminution in the freshman enrolment the present year is partially, but not entirely, accounted for by the larger number

of students having special classification, all of whom, it should be remembered, are of full college rank, and a considerable number of whom might perhaps be wisely classed as freshmen, though not doing all the regular freshman work. It may be remarked in passing, that it is evidently highly desirable that as few students as possible should be put outside of the regular class organizations. The unattached condition of the "special student" is a hindrance in bringing him into close association with his fellow students and into hearty enjoyment of the student life and appreciation of its inner spirit.

This decrease in the freshman enrolment is, however, more than offset by the increase in the upper classes. The fact that the number of students admitted from other colleges to the upper classes of the College department has within four years increased more than 160 per cent, and that these students come from such a wide range of colleges, is evidence of the deepening influence of the College. The decrease in the freshman class, the reports from other colleges seem to indicate, is a quite general phenomenon throughout the college world. Our slight loss at this point is therefore not to be taken as due to local conditions. The large proportion (one-third of the freshman class) still admitted from the Academy is not to be overlooked, as showing how indispensable a feeder for the College department the Academy still remains.

The College has definitely assumed the responsibility, this year, for the issue of a directory of the entire student body, since the usefulness of such a directory the last two years had been well illustrated.

### *Breadth of Constituency*

The breadth of the constituency of the College is still remarkably maintained, if it is not even extended. When one remembers that the statistics show that, on the average, two-thirds of the attendance of even our largest universities come from within a radius of one hundred miles, it is certainly a noteworthy fact



that Oberlin steadily brings a half of its students from outside the State of Ohio, and that such widely scattered schools and colleges as the Secretary's report indicates, are contributing to our enrolment. Few institutions of learning in the country have a better right to regard their constituency as really national.

### *Proportion of Women*

It should be noted that the Secretary's statistics again indicate a loss for the last year in the proportion of men in the College department, though there was a slight gain in the attendance of men in the whole institution. As in the very nature of the case, it must be expected that a school of music or art would draw very much more largely upon women than men, and as the Theological Seminary, on the other hand, draws almost wholly upon men, a fairer comparison could perhaps be arrived at by confining the figures to the College and to the Academy. But even so, the figures for ten years show, on the whole, a gradual gain in the proportion of women, and for the last six years a steady though slight gain in that proportion from year to year. The actual numbers in these two departments for last year were 455 men and 483 women. Considering the four causes, to which reference was made in last year's report, which are continually operating in the best co-educational colleges to increase the proportion of women, this showing is probably not to be regarded as discouraging. At the same time, we ought definitely to face the manifest tendency—the tendency which in Boston University, for example, gave the women last year in the College department nearly double the enrolment of men. It is possible that in our own case the tendency to an increasing proportion of women in the entire institution might be partly checked by putting in force the suggestions already made as to certain changes in the Conservatory of Music. But at best this could not be expected to make any great difference in the totals. The growth of the Seminary will also do something toward increasing the proportion of men in the entire institution. It seems more important, in its bearing on this question, that some-

thing should be done to increase the natural proportion of men in the College department. The establishment of a teachers' course in physical training for men may naturally give a little help at this point. Greater help would undoubtedly come if the College were able to offer the more important part of the shop work of the first two years of the technical courses. This would enable a graduate of the College, without any disadvantage, to finish his technical course within two years of his graduation from the College, and it would quite certainly enable the College to attract to the College and to hold for the college course an increasing number of men looking to technical work. Further general courses in Science seem little likely to affect the problem, as most of the courses so added seem to have proved almost equally attractive to women and to men. But all these expedients can hardly set aside the results of natural causes here at work. And if we really believe that for the very sake of co-education it is important that the number of women in college should be at best but little in excess of the number of men, we should have to enter upon a definite policy of limiting in some way either the absolute number or the proportion of women to be admitted to the College. This would be a rather radical departure from previous usage, but it is a departure already made by some other institutions, and may well need to be carefully considered by us, if the recent trend proves more marked.

### *Health*

Very few cases of serious illness have occurred in the student body during the past year; but some of the minor ailments have been quite prevalent. As has been indicated in previous reports, it is at this point quite as much as in really serious diseases, that the need of a college hospital is felt. I have wondered whether the more serious cases could not perhaps be best and most economically met by the possible endowment for the College of two or three beds in some one of the Cleveland hospitals, allowing a

more modest provision for the prompt isolation of cases of slighter ailments in a small hospital here.

Two deaths have occurred in the student body in the past year; those of Donald Horace McCray of Waterford, Pennsylvania, a member of the freshman class, on April 18, 1904, and of Edith Maud Miner, of Tacoma, Washington, a member of the junior class, who died of typhoid fever on April 20, 1904.

### *Athletics*

But little needs to be added on the subject of athletics, to what is contained in the reports of the Directors of Gymnasiums, and the report of the College Secretary, acting as Graduate Manager. The generally good situation in this part of the student life, noted in last year's report, continues. In fact, our arrangements here are such—with members of the Faculty acting as Graduate Manager, as Coach, and as members of the Advisory Committee—that, if there is anything specially at fault, the College must be held directly responsible for it. Students cannot well be bought up for our athletic teams without our knowledge. But the pressure to have a winning team at any cost is still extravagantly felt by all the colleges, and to a degree beyond any rational defense. It seems as if the idea of these sports *as sports* had almost vanished. And we can hardly claim ourselves to be entirely free from this craze. Valuable help for the athletic interests may be expected from the recent formation of an "Oberlin 'Varsity Club," made up of wearers of the "O," that has for its object, among other things, "to promote a genuine athletic spirit, to act as an advisory council in athletics, and to extend Oberlin's interests abroad." Emphasis needs, also, still to be laid upon encouraging as large a variety as possible of athletic sports, and upon bringing, either into them or into regular physical exercise of some other kind, a much greater number of students. This is particularly desirable in the case of the women, where the number that it is possible to accommodate in the gymnasium is so limited.

### *Discipline*

As last year, the reports of the Deans and the Directors indicate that there have been comparatively few cases requiring serious discipline, and with these it has been possible to deal quietly. There are certain things, however, in the regulation of the student life, that evidently need to be definitely faced in frank conference with the students. And I have confidence that the present year will show real advance at just this point. The opening of the present year has certainly shown, on the whole, an excellent spirit in the student body. There have not been lacking, doubtless, some indications of mistaken and misdirected student sentiment; but so far as the general position of the Faculty is a reasonable one, it may be trusted to make its way gradually into the convictions of the student body. There is no reason why Oberlin College ought not to be able to lead all the colleges of the country in establishing a universal tradition of a genuine and thorough-going democratic spirit, and in standing for the insistence that the definition of a gentleman within the College shall not be different from that without the College, except that the student—in the course of a liberal training—ought to have a surer sense of the more delicate implications of the honored name of gentleman than the ordinary man outside of College. One of the finest things in the history of Oberlin has been the comparative promptness and certainty with which the student body have responded to the presentation of any really worthy and high ideals. And we are not to be disappointed in this respect in the years to come. The desire of the students to add a more varied interest to the college life can certainly be met in such a way as not to endanger the proudest and worthiest traditions of our entire college history. This has already been achieved at a number of points within recent years.

### *Scholarship*

The table of instruction units in the Secretary's report makes it sufficiently clear that it is not merely the easier courses which

are being elected. Some of the severest courses given in College, considering the nature of the subject covered, are among those most largely chosen. The influence of a few students of high ideals on scholarship is one of the most effective agencies in improving the scholarship of any class. But the main responsibility for securing thoroughness in scholarship must no doubt be laid upon the heads of the various departments. The Faculty Committee on Failure in Scholarship can do, and is doing, much ; but at best they can hardly furnish more than a vigorous check upon poor work. The creation of really enthusiastic scholarship must rest with the individual teacher, and we certainly have no reason to believe that this responsibility is less felt than formerly.

### *Graduate Scholarships*

The list of students holding graduate scholarships, for the year upon which we have just entered, is as follows :

Mr. W. V. D. Blythe, '04, Chemistry.

Mr. Russell Parsons Jameson, '00, Modern Languages.

Mr. Herbert A. Sturges, '04, Mathematics and Physics.

Miss Ruth A. Disbrow, '04, History.

Miss Jessie M. Kelley, '99, English.

Miss Alice R. Swing, A. B., 1899, Denison University, Germany.

It is interesting to notice that the graduate students are this year seeking to form a kind of class organization, that may give them something of the feeling of unity that the class organization gives under-graduate students.

### *Social and Religious Life*

No marked changes have occurred, during the past year, in connection with the social life of the College. The religious life seems to have been wholesome and earnest. The work of the Young Men's and Young Women's Christian Associations has gone steadily on. Mr. J. E. Sprunger gave half his time as Secretary of the Young Men's Christian Association, and for the first

time, a General Secretary of the Young Women's Christian Association was elected,—Miss Georgia Carrothers, of the class of 1902. Miss Carrothers gives half her time to the work of the Association, and began her work with the second semester of last year. Mr. Sprunger is to give his entire time to the work of the Association for the coming year. The work of the year showed especially large gains in various lines in the work of the Young Men's Christian Association; and the Young Women's Association showed the clear advantage of the appointment of a special Secretary. At the Chapel exercises following the day of prayer for colleges, a special fund was raised for the salary of Mr. Paul Leaton Corbin, who goes out under the American Board to enter upon the work of the Shansi Mission, where so many Oberlin alumni laid down their lives during the Boxer revolution. At this Chapel service \$1,375 was subscribed, practically all of which was later paid in. A special farewell service for Mr. and Mrs. Corbin was held Sunday evening, June 12, that could hardly fail to give an unusual impetus to missionary interests. The Missionary Volunteer Band has been unusually active the past year, and very considerable accessions have been made to its enrolment. Seven Oberlin students altogether go this year to foreign missionary work. In this connection it may be appropriately mentioned that by recommendation of the general commencement committee, the Faculty voted to replace the long-standing "missionary address," given on the evening of commencement Sunday, by an address to be given under the auspices of the Young Men's and Young Women's Christian Associations. This address, for the year just past, was given by our own Trustee, Dr. Lucien C. Warner, Chairman of the International Y. M. C. A. Committee.

#### RELATION TO OTHER EDUCATION AND EDUCATIONAL INSTITUTIONS

##### *Secondary Schools*

The report of the Secretary shows the extent to which secondary schools, other than our own Academy, are furnishing stu-

dents to Oberlin College. It will be noted that a definite system of reports to these schools has been undertaken by the Secretary, which ought to keep us in close and helpful touch with them. The Committee of the Faculty on Secondary Schools, through its Chairman, Mr. Miller, has done much to make more intimate and cordial the relations between the College and the schools in the immediate vicinity. Special addresses by Professors Miller and St. John and Mr. Fauver have been given before the High School at Elyria; by Professor Miller, Dr. Luce, and Mr. Fauver before the High School at Lorain; and by Professor Miller and Mr. Fauver before the High School at Wellington. Professor Wager also spoke at the Toledo Central High School, and the President has made some ten addresses to High Schools during the year, including addresses at two of the High Schools of Buffalo, the Central High School at Syracuse, the Central High School of Cleveland, and commencement addresses at the Central and Western High Schools of Detroit. The President, and Professors Johnston, MacLennan, Miller, and St. John, have also spoken at various secondary school associations. Arrangements were also made by the Committee on Secondary Schools, for visits on the part of High Schools of the vicinity to the College. Opportunity was given these visiting students not only to see the college buildings and get some knowledge of different phases of college life, but some special exhibitions and lectures were arranged for them. In the same direction, a very successful athletic school meet was planned and conducted under the auspices of the College, in which representatives of eleven schools took part; the college students arranging for the individual entertainment of each visiting delegate. There can be no doubt that this occasion, like the similar one last year, was of real value in putting us in increasingly pleasant relations with the schools of all this part of the State.

Quite aside from any immediate or later advantage that may come to the College itself from making more close and helpful these relations to the secondary schools, the College certainly owes

it to itself that it should count much more deeply than it has counted in stimulating educational interest along all lines, in the county in which it stands, and in this whole portion of the State. It must be held in a certain degree responsible for exerting the quickening influence that ought to come from an institution of higher education, to all other schools and educational interests.

### *Other Colleges*

The Secretary's report also shows in detail the considerable number of other colleges from which students are coming to Oberlin, upon which comment has already been made. In the North Central Association of Colleges and Secondary Schools, the College is co-operating with the other colleges and universities of all the north central states, in using a uniform admission blank, and in making out a definite list of accredited schools. The extent to which the co-operation of all the colleges and universities has been secured in this matter of the relations to secondary schools, is most noteworthy, and is a marked indication of the extent to which respectful co-operation is replacing hostile competition, in the case of all the colleges of these States.

The College has been represented at various educational associations and college and university functions, either by the President or by some professor elected by the Faculty. Professor Bewer represented the College at the Fiftieth Convocation of the University of Chicago; Professor Cowdery, at the Jubilee Celebration of the University of Wisconsin; the President and Professor St. John, at the inauguration of President Howe of Case School of Applied Sciences. These may be taken as examples of a number of similar occasions. There can be no doubt that these interchanges of courtesy between the colleges have done not a little to promote mutual understanding and consideration and to help forward practical co-operation in important educational matters. The attitude of educational institutions toward one another seems to be becoming worthy of the high aims for which they stand.



### *Professional and Technical Schools*

The College has had a prominent part in another conference of eighteen colleges of the Interior, in connection with which some hopeful steps are being taken looking to a better and fairer arrangement with the professional schools of certain universities, and with technical schools, on the part of all the colleges interested. A movement is also on foot, on the part of various Ohio institutions, looking in the same direction. These various co-operative movements seem to indicate that a reasonable adjustment with professional and technical schools can be secured, even on the part of the entirely isolated college. As I intimated in my last report, there is in my judgment no just educational reason why this should not be possible, nor why the rather arbitrary action involved in the laws of two or three of the States should not be subsequently modified. The legislation in these cases acts not so much to raise the standard of education as simply to furnish a monopoly to the universities or professional schools in those states.

### *Inter-Seminary Conference*

The Sixth Annual Conference of the Congregational Seminaries of the United States and Canada met at Des Moines October 15 and 17, in connection with the National Council. All the Congregational Seminaries of the United States were represented in the Conference, and a definite constitution for their co-operative action in line with the report of the Committee referred to last year, was adopted, and the President of the College elected as President of the Conference for the ensuing year. The most important action taken was the adoption of a plan for the joint presentation, on the part of the seminaries, to college students of the claims of the ministry. Upon recommendation of this Conference, a committee of five of the most prominent ministers of the denomination was appointed to co-operate with the seminaries in visiting the colleges to whom the seminaries would most naturally appeal,

and in endeavoring to secure the attention of strong men to the claims of the Christian ministry. To this end, the Committee, as nominated by the Seminary Conference and confirmed by the National Council, was composed of the Moderator, Dr. Washington Gladden, the retiring Moderator, Dr. Amory H. Bradford, Dr. Nehemiah Boynton of Detroit, Dr. Charles E. Jefferson of New York, and Dr. Charles S. Mills of Cleveland. This is another illustration and triumph of the co-operative spirit, and certainly makes possible a much stronger and more dignified appeal to the colleges than could be made by the competing claims of the seminaries as rival institutions. In the carrying out of this plan, the colleges to be visited have been divided into five large groups, and it is hoped to send into each of these groups a delegation of two men—one of the ministers of the committee and a representative of the seminaries—who will visit together all the colleges of that group.

### *The Function of the College*

Real progress seems to have been made during the year in clearing up in the minds of many the real function of the College. The feeling of misgiving and of fear on the part of the colleges, that seemed rather prevalent two or three years ago, has, I judge, been considerably dissipated. It has only required that the indispensable service already rendered to the life of the nation and needing continuously to be rendered by the colleges should be fairly recognized, to make it impossible for men to suppose that either the secondary schools, on the one hand, or the universities, on the other, could take the place of the American college. Few more enthusiastic sessions were held at the recent Congress of Arts and Science, than that of the college section of the department of education, where college and university men alike seemed to be ready to agree in the permanent and indispensable function of the college, as furnishing, to a degree true of no other institution, the social leaven of the nation. Doubtless discussion of the point is

not yet at an end, but the full work of the college, with its entire four years' course, is not to be set aside. And in its general grasp of the distinctive college ideal, it may be well doubted whether Oberlin is outdone by any other college.

Just how far that distinctive function of the college requires limitation in numbers, is a point not easy to determine. But it is obvious that a number of the colleges are making earnest and vigorous attempts to keep the highest college ideals among much larger bodies of students than the old college perhaps ever contained. One thing at least must be clear to all who do not wish to be self-deceived concerning this work of the college: That its function cannot be preserved by any machinery, however intricate it may be. The work of the college depends preëminently upon vital personal contact. And the changes that are made in the increasing growth of the college should be aimed at making it possible to retain at every point this indispensable touch of the person. The change in the organization of the Women's Department of our own College is a case in point.

#### OUTSIDE REPRESENTATION AND INFLUENCE

##### *College Publications*

The list of direct publications of the College is given in the report of the Secretary. But to it, of course, should be added all the varied publications by members of the Faculty and officers of the College, as covering quite as important a field of outside representation. Those publications have been referred to chiefly in connection with the reports of the Faculty. The College advertising has continued along the same lines as those mentioned last year.

##### *Lectures and Concerts*

In addition to the list of Artists' Recitals contained in the report of the Director of the Conservatory of Music, and the recitals given by members of the graduating class of the Conservatory, the following lectures and entertainments have been given

during the year under the auspices of the College, or of the various organizations connected with it :

October 8—Mr. N. D. C. Hodges. "The Public Libraries of Europe."

October 13—Mr. James Whitcomb Riley. Readings from his own poems.

October 15—Professor A. A. F. Johnston. "President Charles G. Finney."

November 17—Governor La Follette. "Representative Government."

November 18—Professor A. T. Clay. "Life in Babylonia before the Time of Abraham."

November 19—Professor A. S. Root. "The Use of the Library."

December 1—Mr. Hinton White. "The Story of Australia, Old and New."

December 14—Mr. Edward M. Shepard. "Dedication to a Cause."

December 15—M. Andre Michel. "The Great French Cathedrals, especially Notre Dame."

December 17 and 18—The Oberlin Musical Union. Oratorio, The Messiah, *Handel*.

January 12—Opening of the Grand Organ. Organ Recital.

January 14—Rev. Wm. L. Tenney. "The Negro Problem."

February 9—Professor S. H. Clark. Reading from Sophocles' "Antigone."

February 9—Professor S. H. Clark. Stephen Phillips' "Ulysses."

February 10—Professor G. P. Baker. Illustrated Lecture, "London and its Theatres in the Time of Shakespeare."

February 16-18—Mr. Marion Lawrence—Six Lectures on the Sunday School.

February 22—Dr. W. E. Barton. "George Washington."

March 1—Mr. Bliss Perry. "William Makepeace Thackeray."

March 8—Second Church Choir, assisted by Mrs. Doolittle Blodgett, soloist, and Conservatory Orchestra.

March 21—Professor G. Frederick Wright. "Russian and Japanese War."

March 22—The Oberlin College Glee Club. Concert.

April 12—Mrs. A. A. F. Johnston. "On the Nile."

April 14—Dr. Washington Gladden. "Thomas Carlyle, a Writer of Books."

April 19—Dr. Frank W. Gunsaulus. "The Eloquence of Later Puritanism."

May 10—Mr. Booker T. Washington. "The Success of Negro Education."

May 11—Mrs. Mary Church Terrell. "The Bright Side of a Dark Subject."

May 12—Rev. James Stalker, D. D. Commencement Address, Theological Seminary. "The Average Man."

May 12—Rev. H. O. Allen. Address before the Alumni of the Theological Seminary. "The Permanent Dignity of the Christian Ministry."

June 10—President Henry Churchill King. Baccalaureate Sermon. "The Ultimate Problem."

June 21 and 22—The Musical Union. "The Beatitudes," *César Franck*.

June 22—Professor George Santayana, Ph. D. Commencement Address. "Tradition and Practice."

The following brief report by Professor Martin, the Chairman of the Committee of the Art Exhibition, held March 28-April 9, is needed to supplement the list of lectures thus given:

"The exhibition of this year was like that of 1902, accompanied by ten lectures:

Mrs. A. A. F. Johnston, "The Temples of Egypt."

Professor C. B. Martin, "The Acropolis at Athens."

Miss Mary Monroe, "Wells Cathedral."

Miss Mary Monroe, "Perugia."

Professor E. Dickinson, "How to Study Pictures."

Professor C. B. Martin, Illustrated Lecture, "Egypt."

Professor C. N. Cole, "The Principal Monuments of the Roman Forum."

Professor Walter Dennison, "Some Roman Portraits."

Professor C. B. Martin, "Some Famous Equestrian Statues."

Dr. Alice H. Luce, Reading, "The Art Poems of Browning."

Mrs. A. A. F. Johnston, "The Van Eycks."

The lectures were attended more generally than two years ago. The net financial results to the departments interested were \$200 for the department of Modern Art, and \$200 for the department of Greek and Roman Archaeology. The same arrangement was made with the public schools as at the last Exhibition, viz., that admission fees from teachers and pupils were devoted to the purchase of pictures for the different school rooms.

The only features of this year that were novel were the use of the lantern to illustrate several of the lectures, and the provision of a reference art library of more than three hundred volumes, mainly from the library of the College and from that of the Union Library Association. Both of these features justified themselves; the library, in particular, being very generally used and adding very much to the profit of the Exhibition."

### *Outside Work and Lectures*

Professor A. A. F. Johnston gave a course of ten lectures in Elyria, and three in Cleveland, as well as a number of single lectures in other towns in Northern Ohio. Professor G. Frederick Wright has continued his work of previous years, in many outside lectures and in much writing for the press, to some of which reference has already been made. Professor Bosworth has given the Theological Seminary most effective representation in various State Associations, colleges, and summer conferences, and has

been making the Seminary count, as it has seldom counted before, in the work of the immediate neighborhood. By invitation of the International Y. M. C. A. Committee, Professor Bosworth has been preparing, during the summer just past, a course in the Life of Christ, intended for freshmen in college. This will add to the great work he has already done for the colleges in the two other courses previously prepared for the Committee, and tends greatly to extend the knowledge and reputation of the Seminary in all the colleges of the country. Mr. Lynds Jones, Instructor in Zoölogy, gave some ornithological lectures at Woods Hole, Massachusetts. By invitation of the Cleveland Congregational Club, a portion of the Second Church choir, under the leadership of Professor A. S. Kimball, gave Tschaikowsky's entire setting of the Russian Liturgy before the Club at Pilgrim Congregational Church. They also sang at the First Congregational Church of Elyria. The Musical Union, under Professor Andrews's directorship, also gave *The Messiah* in Cleveland at Grays' Armory, with the Pittsburgh Orchestra. The College Glee Club, under the directorship of Mr. C. T. Roome of the senior class, and with the very efficient help of Professor Peck as Manager, carried out another successful trip, in which they represented the College in every way with great credit.

### *Material Equipment*

The report of the Superintendent of Buildings and Grounds states with fulness and precision the changes that have gone on during the year in the buildings of the College, and reference may be made directly to that report.

The relief of the library by the removal of the Museum, the larger and safer provision for the Museum in Bradley Auditorium, the bringing of Sturges Hall into large use for recitation purposes, and the much-needed additions to the Secretary's office and to the offices of the Principal of the Academy and of the Registrar, are all to be gratefully recorded, though they can afford, at best, only temporary relief. The enlargement of Warner Concert Hall and the addition of the fine Conservatory Organ,

already referred to, are permanent gains, though even the enlarged hall will not accommodate the numbers desiring to attend the artists' recitals. The electric lighting and the laying of the cork floor in the library have met two great needs there.

The suggestion of the Superintendent of Buildings and Grounds, in line with the special Committee of the Trustees on that subject, that something should be done as promptly as possible for the care of the trees upon the college campus, is eminently in place. A careful preliminary canvass has been made by Mr. Andrew Auten, in conference with a representative committee of the Faculty, and everything is in readiness but the money, for going forward with a wise dealing with this somewhat difficult problem.

The recommendation of the Superintendent that the smaller buildings in the rear of Peters Hall should be removed as soon as possible, is also plainly wise.

Steady gains are going forward in both the Physical and the Psychological laboratories, through the aid afforded by the regular appropriation in the budget.

The original report of the Olmsted Brothers, with the report of the Committee of the Trustees upon it, at least indicates some of the lines along which the College must expect to grow, and gives the immediate assurance that nothing will be done in buildings or grounds without a long look ahead. The securing of Mr. Cass Gilbert as the architect of the College Chapel ought to insure a building of high architectural worth.

The very extensive and satisfying alterations which have been made in the Second Church, under the direction of a special committee of the Trustees of the Church, of which Professor St. John has been chairman, mean a distinct gain at an important point in the environment of the College students, and they seem almost like similar improvements made upon College property.

Decided improvements have been made during the year in the water supply of the town, which may well be regarded now

as of exceptionally good quality. Considerable additions have also been made to the brick paving, and steps have been taken which insure great improvements in the grounds about the railway station—arrangements having been made for the purchase of all the land about the station between South Professor and South Main Streets, and for its conversion into a park. All these things add materially to the attractiveness of Oberlin as a college town.

### *Needs*

The main needs brought out by the survey of the year have been noted in connection with the various divisions of the report, and especially in connection with the reports of the officers and of the Faculty. This general survey seems to the President to indicate that increase in endowment is needed now nowhere more than in the Theological Seminary, where there has been practically no increase in resources for many years, and in the Library, where additional endowment would at once affect the work of every department. The situation seems also to show the plain need of assistance in the very large required courses of the Junior year, and in the department of German, and the great desirability of an additional associate professor both in English, and in Sociology and Economics. The buildings most needed, besides the Chapel already provided for, are a fire-proof and ample library building, a building for the biological sciences, a Y. M. C. A. building that should afford a center for the men's activities, conceived along the broadest lines, a women's gymnasium building, an art building, and an administration building. Many other things press, as the full list of needs in the report of last year indicates; but these may perhaps be regarded, for various reasons, as now taking precedence. Among smaller needs, the most urgent, perhaps, are, money sufficient to provide for the shop work of the first two years of technical courses, and money for immediately giving the necessary care to all the trees on the college property. And no list of needs should be closed without



referring to the need of added endowment for increase of salaries.

The completion of the *new half-million fund* to which the anonymous donor's conditional gift of \$100,000 looked, would go far toward meeting the most urgent of these needs. The time limit, as already extended by the donor, expires January 1, 1905. Adding together the various subscriptions and sums which have already come in that might be counted toward this fund, a total of about \$180,000 is reached, including the original \$100,000 offer, and excluding any valuation of the Olney Art Collection. No question so important confronts the Trustees at the coming meeting, as the consideration of ways and means by which this fund can be completed.

The definite recommendations of the Council for the present and the ensuing years are necessarily limited by the budget, and will be presented to the Trustees in connection with the report of the Budget Committee.

Respectfully submitted,

HENRY CHURCHILL KING.

# Reports of Officers

## Report of the Secretary

To the President:

Sir: I have the honor to present herewith my sixth annual report as Secretary of Oberlin College, covering the year 1903-04.

During the year 1903-04 the rooms assigned for the uses of this office have been repaired and improved in several important respects. A new vault has been constructed immediately above a similar vault in the Treasurer's office. In this vault are stored the Trustee papers, files of catalogues, and papers and records too valuable to be allowed to remain in the open office. In common with the Treasurer's vault, the vault in this office is very damp, and there is danger that some important books and papers may be spoiled by mould. The vault door was the gift of Mrs. Elisha Gray of Highland Park, Illinois.

An additional room was constructed opening from my inner office, to be used primarily as a room for alumni records. The editors of the new Alumni Magazine will also have a desk in this room. Mr. L. D. Harkness, who has charge of the preparation of material for the Quinquennial Catalogue, has moved his desk into this office. There will undoubtedly be a very considerable gain to the College from having all these lists of alumni and records of students, both past and present, accessible in one place. Since July 1st the conduct of the ballot for Alumni Trustee has been in the charge of this office, thus affording a small relief to Librarian Root.

A new letter filing cabinet, purchased at a cost of somewhat more than \$100, has greatly improved the efficiency of the work of my office. The correspondence had outgrown the former filing case, and much energy was being wasted each day in searching for correspondence. The new filing case has four or five times the capacity of the old one. The old case has been placed in the Academy office, where it seems to fully meet the needs of that department.

These improvements have made the work of this office much more effective, but the danger from fire is still very great. It is to be hoped

that the fact that better arrangements have been made in the office building for the transaction of college business will not lead the Trustees to become satisfied to continue the present building permanently for administration purposes. In spite of the additional vault which has been constructed, much of the material in this building cannot be carried into the vault at night, and the destruction of the building by fire would be a great disaster.

The Bulletin of Oberlin College, issued bi-monthly, included last year the following publications:

- No. 7. Annual Reports for 1902-03, Nov., 1903.
- No. 8. Catalogue for 1903-04, preliminary edition, Jan., 1904.
- No. 9. Catalogue of the Conservatory of Music, Feb., 1904.
- No. 10. Oberlin Academy Calendar, Mar., 1904.
- No. 11. Catalogue for 1903-04, final edition, June, 1904.
- No. 12. Necrology report for 1903-04, July, 1904.

An extra bulletin was issued in February, 1904, for the Summer School containing announcements of courses and other information concerning the summer session. Bulletins 7 and 11 were mailed to all alumni.

The other publications which have been issued during the year have included the annual calendar and a new student directory. The calendar for 1904 was issued at the first of December, 1903, the edition being increased to 2,500. Of this number, 1,200 were distributed among the high schools in Ohio and neighboring states, and several hundred more were sent to important friends of the College. The students and Faculty purchased the remaining calendars. The net cost to the College of these calendars did not exceed \$100. The new calendar for 1905 is in the hands of the printer and will be issued about December 1st of this year, the edition being increased to 3,500.

It has seemed necessary to print an official directory of students and teachers. Previous to this year these directories have been issued as private enterprises. This fall, however, the College printed its own directory. This was issued on the 14th of October. It contained the names and addresses of 1,473 students, and also of members of the Faculty and of the Trustees of the College. The sale of these directories to students will practically meet the cost of the printing of them.

When the final edition of the catalogue was printed fifty copies were bound in a substantial way for the permanent files in the Library and in the various College offices, as well as for the uses of teachers and trustees.

Several years ago the Board of Trustees voted that the alumni catalogue, which had been issued at intervals of three years, should appear at less frequent intervals, and the officers of the College were instructed to issue this catalogue as a quinquennial, the first edition appearing January 1, 1895. The time has now arrived for the preparation of another quinquen-

nial catalogue, and active work has been commenced upon the preparation of matter for it. It is to be issued nominally January 1, 1905, but practically in the late spring of 1905, and will include all graduates of the College to and including the year 1904.

During the year the Committee on Admission adopted the uniform blank approved by the North Central Association of Colleges and Secondary Schools, and we have been using this blank for the entrance credits of all students for the last half year. The names of the certificated high schools of the North Central Association were printed in the final edition of the College catalogue, and this practice will be continued next year.

From a number of schools there have come requests for framed photographs of College buildings and campus views, and the Committee on Outside Representation plans to send out eight or ten frames of College views during the coming year, placing them in some of the more important schools. One frame of this kind has already been forwarded to the John Marshall High School, Chicago.

At the end of the first semester of the year 1903-04, the records of work done by Freshmen and College Specials during the semester were sent out to the preparatory schools from which the students came. These reports are of value to the College and to the preparatory schools. The preparation of the reports enables us to scrutinize more carefully than ever before the quality of work accomplished by our new students. When the students showed particularly fine scholarship the reports were accompanied by personal letters expressing the satisfaction of the College in the preparation of the students. The knowledge that the records of the students are to be thus reported back to the high schools will make the high school authorities more careful in their certification of students. The experience of one year in this matter has been entirely satisfactory.

The statistics which follow cover the points usually treated in my report.

#### OFFICERS AND TEACHERS

The officers of instruction and government for the College year of 1903-04 were as follows:

|  |            |
|--|------------|
| Professors .....                                 | 34         |
| Emeritus Professor .....                         | 1          |
| Associate Professors .....                       | 4          |
| Instructors .....                                | 26         |
| Tutors, Teachers, and Laboratory Assistants..... | 20         |
| Librarians and Library Assistants.....           | 5          |
| Gymnasium Directors and Assistants.....          | 5          |
| Administrative Officers and Clerks.....          | 11         |
| <b>Total .....</b>                               | <b>106</b> |

This total is an increase of ten over the preceding year. The increase is accounted for as follows: Professors 1, Associate Professors 1, Instructors 4, Tutors 1, Teachers 2, Gymnasium Assistant 1.

#### DEGREES CONFERRED

The following degrees were conferred during the year 1903-04:

##### *In Course:*

|              | Men      | Women    | Total     |
|--------------|----------|----------|-----------|
| A. M. ....   | 4        | 4        | 8         |
| A. B. ....   | 50       | 48       | 98        |
| Mus. B. .... | 2        | 6        | 8         |
| D. B. ....   | 8        | 0        | 8         |
|              | <hr/> 64 | <hr/> 58 | <hr/> 122 |

##### *Upon Completion of Prescribed Work:*

|             |         |         |         |
|-------------|---------|---------|---------|
| A. M. ....  | 0       | 2       | 2       |
| A. B. ....  | 1       | 1       | 2       |
| Ph. B. .... | 0       | 1       | 1       |
| L. B. ....  | 0       | 1       | 1       |
|             | <hr/> 1 | <hr/> 5 | <hr/> 6 |

##### *Honorary:*

|            |   |   |   |
|------------|---|---|---|
| A. M. .... | 1 | 0 | 1 |
|------------|---|---|---|

In addition to the preceding, one diploma was issued to a graduate of the Conservatory of Music, and six diplomas to graduates of the Teachers' Course in Physical Training for Women. Five of the six graduates from the Teachers' Course in Physical Training received at the same time the A. B. degree for the Completion of work in the College. The other graduate from the Teachers' Course had already received the degree of Ph.B. from Ohio State University, and received from Oberlin the degree of Master of Arts.

The aggregate of all degrees and diplomas issued was 136. The corresponding numbers for the four preceding years are shown below:

|                 |     |
|-----------------|-----|
| 1899-1900 ..... | 122 |
| 1900-01 .....   | 100 |
| 1901-02 .....   | 102 |
| 1902-03 .....   | 141 |

In this connection it may be of interest to note the number of degrees issued during recent years to graduates of the old "Literary" course. The Trustees voted under date of June 18, 1894, that the degree of Bachelor of Letters (L. B.) should be issued to graduates from the former Literary course, upon payment of the regular degree fee of \$5.00. The following table shows the number of such degrees:

|               |    |
|---------------|----|
| 1900-01 ..... | 8  |
| 1901-02 ..... | 11 |
| 1902-03 ..... | 3  |
| 1903-04 ..... | 4  |

For the first time in the history of the institution the graduates from the Academy department received diplomas of graduation. There were 34 of these Academy diplomas. In addition to this number, there were several others who completed their preparation for College but did not meet the technical requirements for Academy graduation.

#### GENERAL ENROLLMENT 1903-04

The enrollment of students for the year 1903-04, as published in the final edition of the catalogue last June, reached the total of 1,618. This total shows an increase of 109 over the preceding year, and is the highest in the history of the College. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1903 there were enrolled 41 students whose names were not found elsewhere in the year's enrollment, and they were included in the above total. The following table shows the number of students in each department, with the corresponding figures for the three preceding years:

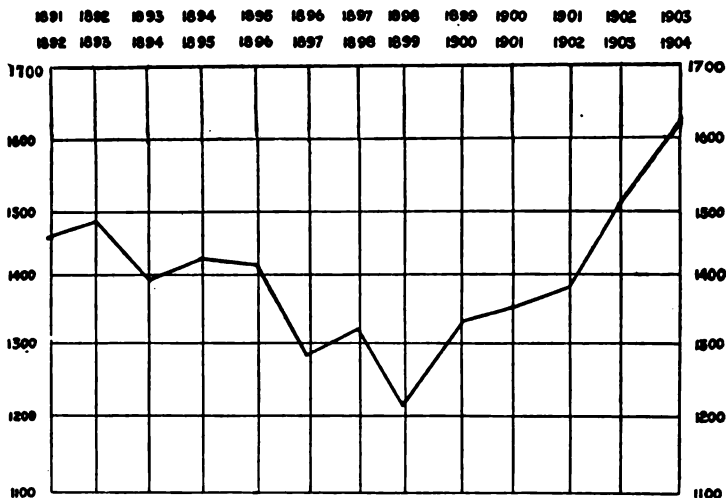
|                                | 1903-04 |       |       | 1902-03 |       |       | 1901-02 |       |       | 1900-01 |       |       |
|--------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|                                | Men     | Women | Total | Men     | Women | Total | Men     | Women | Total | Men     | Women | Total |
| The College.....               | 279     | 354   | 633   | 267     | 311   | 578   | 242     | 257   | 499   | 197     | 231   | 428   |
| The Seminary.....              | 36      | 0     | 36    | 35      | 0     | 35    | 35      | 0     | 35    | 47      | 2     | 49    |
| The Academy.....               | 176     | 129   | 305   | 175     | 155   | 330   | 136     | 134   | 270   | 190     | 148   | 338   |
| The Conservatory of Music..... | 97      | 482   | 579   | 68      | 462   | 530   | 88      | 413   | 501   | 79      | 388   | 467   |
| Drawing and Painting.....      | 2       | 22    | 24    | 2       | 11    | 13    | 4       | 46    | 50    | 4       | 4     | 8     |
| The Summer School.....         | 21      | 20    | 41    | 9       | 14    | 23    | 11      | 16    | 27    | 15      | 22    | 37    |
| *Phys'l Tra'g for Women.....   | [-]     | [39]  | [39]  | [-]     | [25]  | [25]  | [-]     | [-]   | [-]   | [-]     | [-]   | [-]   |
|                                | 611     | 1007  | 1618  | 556     | 953   | 1509  | 516     | 866   | 1382  | 532     | 825   | 1357  |

Of the 1,618 students enrolled last year, 1,562 came from 42 states and territories in the United States, and 56 came from 15 foreign countries. The State of Ohio furnished 825 students, about 51 per cent. of the entire number. The other states which sent the largest numbers of students were as follows: Illinois 121, Michigan 82, New York 78, Pennsylvania 73, Iowa 66, Indiana 54.

Comparing the six states above mentioned, the increase from Michigan is most noteworthy. While the general increase of students during the last five years has amounted to 22 per cent., the increase from Michigan in the same period is about 52 per cent.

The variation in enrollment during the last twelve years is shown in the chart which follows:

THE ENROLLMENT IN OBERLIN COLLEGE FOR THE LAST TWELVE YEARS



STUDENTS FROM OHIO

The proportion of Oberlin students who come from the state of Ohio has remained very nearly constant for the last eight years:

| Year            | Total | Total from Ohio | Per cent. from Ohio               |
|-----------------|-------|-----------------|-----------------------------------|
| 1896-97 .....   | 1283  | 645             | 50 <sup>77</sup> / <sub>100</sub> |
| 1897-98 .....   | 1310  | 680             | 51 <sup>91</sup> / <sub>100</sub> |
| 1898-99 .....   | 1208  | 603             | 49 <sup>83</sup> / <sub>100</sub> |
| 1899-1900 ..... | 1323  | 659             | 49 <sup>81</sup> / <sub>100</sub> |
| 1900-01 .....   | 1357  | 682             | 50 <sup>73</sup> / <sub>100</sub> |
| 1901-02 .....   | 1382  | 689             | 49 <sup>86</sup> / <sub>100</sub> |
| 1902-03 .....   | 1509  | 756             | 50 <sup>19</sup> / <sub>100</sub> |
| 1903-04 .....   | 1618  | 825             | 50 <sup>86</sup> / <sub>100</sub> |

THE NUMBER OF MEN IN OBERLIN

The relative number of men in the entire institution showed a gain over the preceding year. There has been but slight change in the proportion during the last six years.

**Entire Institution:**

|                 | Number of<br>Men | Total<br>Enrollment | Percentage           |
|-----------------|------------------|---------------------|----------------------|
| 1898-99 .....   | 477              | 1203                | $39^{\text{th}}/100$ |
| 1899-1900 ..... | 524              | 1323                | $39^{\text{th}}/100$ |
| 1900-01 .....   | 532              | 1357                | $39^{\text{th}}/100$ |
| 1901-02 .....   | 526              | 1383                | $37^{\text{th}}/100$ |
| 1902-03 .....   | 556              | 1509                | $36^{\text{th}}/100$ |
| 1903-04 .....   | 611              | 1618                | $37^{\text{th}}/100$ |

In the College department, however, the relative number of men has suffered a decrease in the last few years, as will be seen from the following table:

**College department:**

|                 | Number of<br>Men | Enrollment | Percentage           |
|-----------------|------------------|------------|----------------------|
| 1898-99 .....   | 179              | 419        | $42^{\text{th}}/100$ |
| 1899-1900 ..... | 190              | 417        | $45^{\text{th}}/100$ |
| 1900-01 .....   | 197              | 428        | $46^{\text{th}}/100$ |
| 1901-02 .....   | 242              | 499        | $48^{\text{th}}/100$ |
| 1902-03 .....   | 267              | 578        | $46^{\text{th}}/100$ |
| 1903-04 .....   | 279              | 633        | $44^{\text{th}}/100$ |

In this connection, it should be noted that there seems to be a further decrease in the year 1904-05. The figures for the fall term of 1904 show 285 men out of a total enrollment of 652, the percentage being thus seen to be  $43^{\text{th}}/100$ .

**ENROLLMENT FIGURES—FALL, 1904**

While this report is supposed to cover the college year of 1903-04, it has seemed best to present also a statement of the enrollment for the Fall term of the present year, corrected to the date of issue of this report [November 9, 1904]. To the figures for this year have been added the corresponding statistics for the last seven years.



|  | Fall<br>1904 | Fall<br>1903 | Fall<br>1902 | Fall<br>1901 | Fall<br>1900 | Fall<br>1899 | Fall<br>1898 | Fall<br>1897    |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| <b>The College—</b>                                    |              |              |              |              |              |              |              |                 |
| Post-Graduate .....                                    | 14           | 13           | 13           | 5            | 5            | 7            | 4            | 7               |
| Seniors .....  | 108          | 99           | 103          | 81           | 67           | 79           | 86           | 83              |
| Juniors .....  | 131          | 110          | 102          | 86           | 83           | 67           | 76           | 86 <sup>1</sup> |
| Sophomores .....                                       | 154          | 139          | 139          | 117          | 97           | 89           | 94           | 89              |
| Freshmen .....   | 191          | 220          | 174          | 163          | 142          | 127          | 118          | 126             |
| College Specials .....                                 | 54           | 40           | 42           | 24           | 27           | 28           | 24           | 27              |
|  | 652          | 621          | 573          | 476          | 421          | 397          | 402          | 418             |
| <b>The Seminary.....</b>                               | 50           | 35           | 34           | 30           | 43           | 34           | 36           | 52              |
| <b>The Academy.....</b>                                | 325          | 279          | 285          | 242          | 285          | 289          | 286          | 362             |
| <b>The Conservatory of Music.....</b>                  | 455          | 456          | 395          | 386          | 353          | 351          | 293          | 314             |
| <b>Drawing and Painting.....</b>                       | 23           | 11           | 14           | 38           | 27           | 27           | 13           | 9               |
| <b>*Teachers' Course in Physical<br/>Training.....</b> | [50]         | [39]         | [27]         | [18]         | [1]          | 6            | 14           | 13              |
|  | 1505         | 1402         | 1301         | 1172         | 1129         | 1104         | 1044         | 1168            |

\*Since 1900 the students in the Teachers' Course in Physical Training have been included in the total of the College Department.

It will be noted that the Freshman class this fall is not so large as it was last year, but the total enrollment in the College department shows a gain of 31. The Senior, Junior, and Sophomore classes are larger than ever before in the history of the College.

Striking gains have also been made in the Seminary and Academy departments.

#### NUMBER OF COLORED STUDENTS IN OBERLIN

The Commissioner of Education, at Washington, requires a report each year of the number of colored students in the institution. The following report covers the year 1903-04:

|                                | Men | Women | Total |
|--------------------------------|-----|-------|-------|
| The College .....              | 8   | 9     | 17    |
| The Academy .....              | 12  | 17    | 29    |
| The Theological Seminary ..... | 2   | 0     | 2     |
| The Conservatory .....         | 4   | 8     | 12    |
| Drawing and Painting .....     | 1   | 3     | 4     |
|                                | 27  | 37    | 64    |

Colored students formed slightly less than 4 per cent of the total enrollment.

# COLLEGE DEPARTMENT

The enrollment in the College Department for the year 1903-04, as published in the final edition of the catalogue, was as follows :

|                  | Men       | Women     | Total     |
|------------------|-----------|-----------|-----------|
| Graduates .....  | 10        | 7         | 17        |
| Seniors .....    | 53        | 50        | 103       |
| Juniors .....    | 50        | 61        | 111       |
| Sophomores ..... | 58        | 80        | 138       |
| Freshmen .....   | 94        | 129       | 223       |
| Specials .....   | 14        | 27        | 41        |
|                  | <hr/> 279 | <hr/> 354 | <hr/> 633 |

## Analysis of College Enrollment

1903-04

The following table shows the number of students who studied in the College Department in former years, as well as those who entered the College Department for the first time :

|   | Men       | Women     | Total     | Per cent. of Whole No. |
|---|-----------|-----------|-----------|------------------------|
| In College department last year.....          | 154       | 175       | 329       | 52.0                   |
| In College department in former years.....    | 11        | 6         | 17        | 2.7                    |
| In Academy department last year.....          | 36        | 29        | 65        | 10.3                   |
| In Academy department in former years.....    | 2         | 2         | 4         | .6                     |
| In Theol. Seminary last year .....            | 1         | 0         | 1         | .1                     |
| In Conservatory of Music last year .....      | 0         | 1         | 1         | .1                     |
| New students never before enrolled in Oberlin | 75        | 141       | 216       | 34.2                   |
|   | <hr/> 279 | <hr/> 354 | <hr/> 633 | <hr/> 100.             |

From this table it will be seen that 346 students had been enrolled previously in the College department, while 287, representing more than 45 per cent of the total enrollment, were new students in that department.

### Classification of New Students

The 287 new students who were admitted to the College department were classified as follows:

|                                 | Men | Women | Total |
|---------------------------------|-----|-------|-------|
| Admitted as Post Graduates..... | 1   | 4     | 5     |
| "    " Seniors.....             | 4   | 2     | 6     |
| "    " Juniors.....             | 6   | 7     | 13    |
| "    " Sophomores.....          | 7   | 16    | 23    |
| "    " Freshmen.....            | 88  | 122   | 210   |
| "    " Specials.....            | 9   | 21    | 30    |
|                                 | 115 | 172   | 287   |

In addition to the 210 new Freshmen shown in the preceding table, there were 13 others whose names were listed in the Freshman Class, who were Freshmen the year before, and failed to advance to the Sophomore Class. The total number of all Freshmen as shown in the catalogue was 223.

Forty-seven new students were admitted to higher rank than that of Freshman. This is an increase over the preceding year of more than 50 per cent, and a gain in four years of more than 160 per cent. This increase in the number of students who come to Oberlin College with advanced classification is one of the most significant developments of the recent years. That the facts may be made somewhat more clear, I add at this point a table comparing the preceding figures with those of recent years. Similar statistics for years prior to 1900-01 do not seem to have been kept on record.

|                                 | 1903-04 | 1902-03 | 1901-02 | 1900-01 |
|---------------------------------|---------|---------|---------|---------|
| Admitted as Post Graduates..... | 5       | 1       | 0       | 1       |
| "    " Seniors.....             | 6       | 6       | 4       | 3       |
| "    " Juniors.....             | 13      | 9       | 6       | 8       |
| "    " Sophomores.....          | 23      | 14      | 13      | 6       |
|                                 | 47      | 30      | 23      | 18      |
| "    " Freshmen.....            | 210     | 168     | 165     | } 150   |
| "    " College Specials.....    | 30      | 33      | 19      |         |
|                                 | 287     | 231     | 207     | 168     |

#### STUDENTS ADMITTED TO ADVANCED STANDING

Of the forty-seven new students who were admitted to higher rank than that of Freshman, thirty-eight came from the following colleges and universities:

Allegheny College, Pa., (1)  
Beloit College, Wis., (2)  
Colorado College, Colo., (1)  
Drake University, Iowa, (1)  
Greenville College, Ill., (1)  
Iowa College, Iowa, (1)  
Lake Erie College, O., (2)  
Lewis Institute, Ill., (1)  
Marietta College, O., (1)  
Massachusetts Agricultural College, Mass., (1)  
McKendree College, Ill., (1)  
Middlebury College, Vt., (1)  
Mount Holyoke College, Mass., (1)  
Ohio State University, O., (2)  
Ohio Wesleyan University, O., (1)  
Olivet College, Mich., (1)  
Pacific University, Ore., (2)  
Rockford College, Ill., (1)  
Sendai College, Japan, (1)  
Tabor College, Iowa (1)  
University of Chicago, Ill., (1)  
University of Michigan, Mich., (1)  
University of Minnesota, Minn., (1)  
University of Rochester, N. Y., (1)  
University of Washington, Wash., (1)  
University of Wisconsin, Wis., (2)  
University of Wooster, O., (1)  
Washington State Normal School, Wash., (1)  
Wellesley College, Mass., (1)  
Western Reserve College for Women, O., (1)  
Westminster College, Pa., (1)  
Whitworth College, Wash., (1)  
Yankton College, S. D., (1)

Six students who were enrolled the previous year in Oberlin Academy were able to enter as Sophomores. Two of these were Chinese students who spent merely a portion of the year in reviewing work in the Academy,

who were given the rank of Sophomore for work done by them in Tung Chow College in China. The other four did not have sufficient credits to secure the Freshman classification at the beginning of the year, but were ranked as Academy students with advanced credits, and by doing extra work during the year, they were able to secure classification the succeeding year as Sophomores with deficiencies. Advancement in classification in some such way as this is made very easy by enrollment for summer work in the Oberlin Summer School.

One student was admitted to the rank of Sophomore by reason of an extra amount of preparatory work done in a five-year high school course.

One student, who had studied in Oberlin Academy in former years, was able to secure classification as a Senior because of further study in a normal school and in Oberlin Theological Seminary.

One student was given the rank of Junior for work done at Wheaton College and later while enrolled in the Oberlin Conservatory of Music.

#### STUDENTS ADMITTED AS FRESHMEN AND COLLEGE SPECIALS

It is of interest to note where the new Freshmen and College Specials received their preparation for College. Three of the College Specials had studied in other colleges, and were really of higher rank than Freshmen. Making this deduction, there were 210 Freshmen and 27 Specials of the rank of Freshmen, a total of 237. Of these, 63 came from Oberlin Academy, and 174 came from 134 high schools, academies, and other institutions.

The schools, 23 in number, which sent more than one representative were as follows:

|   |   |
|---|---|
| Akron High School, Ohio.....                      | 2 |
| Ashtabula (Harbor Special) High School, Ohio..... | 3 |
| Bridgeport High School, Conn.....                 | 2 |
| Chardon High School, Ohio.....                    | 3 |
| Chicago (Hyde Park) High School, Ill.....         | 2 |
| Cleveland (West) High School, Ohio.....           | 3 |
| Conneaut High School, Ohio.....                   | 2 |
| Creston High School, Iowa.....                    | 2 |
| Dayton (Steele) High School, Ohio.....            | 2 |
| Denver (East) High School, Colo.....              | 2 |
| Elyria High School, Ohio.....                     | 8 |
| Grand River Institute, Ohio.....                  | 2 |
| Jamestown High School, New York.....              | 3 |
| Kendallville High School, Ind.....                | 2 |
| Lorain High School, Ohio.....                     | 4 |

|   |   |
|---|---|
| Mansfield High School, Ohio.....          | 3 |
| Northfield Seminary, Mass.....            | 2 |
| Oberlin High School, Ohio.....            | 2 |
| Perkiomen Seminary, Pa.....               | 3 |
| Pittsburgh (Central) High School, Pa..... | 2 |
| Toledo (Central) High School, Ohio.....   | 2 |
| Toulon Academy, Ill.....                  | 2 |
| Wellington High School, Ohio.....         | 5 |

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63

The III following schools were represented by one student each :

Anaconda High School, Mont.  
 Atlantic High School, Iowa.  
 Aurora (Central) High School, Ill.  
 Baldwin University, Ohio.  
 Bliss Electrical School, D. C.  
 Bridgeport High School, Ohio.  
 Brooklyn (Erasmus Hall) High School, N. Y.  
 Bucyrus High School, Ohio.  
 Cadillac High School, Mich.  
 Case School of Science, Ohio.  
 Cherokee High School, Iowa.  
 Chicago (English High and Manual Training) School, Ill.  
 Chicago (John Marshall) High School, Ill.  
 Cincinnati (Walnut Hills) High School, Ohio.  
 Cleveland (Central) High School, Ohio.  
 Cleveland (East) High School, Ohio.  
 Cleveland (Lincoln) High School, Ohio.  
 Columbus (North) High School, Ohio.  
 Council Bluffs High School, Iowa.  
 Cortland High School, Ohio.  
 Cuyahoga Falls High School, Ohio.  
 Denver (West) High School, Colo.  
 East Aurora High School, Ill.  
 East Cleveland High School, Ohio.  
 Eaton High School, Ohio.  
 Edinboro (Northwestern) State Normal School, Pa.  
 Elgin High School, Ill.  
 Elk Point High School, S. D.  
 Fort Worth High School, Texas.  
 Fostoria High School, Ohio.

Fremont High School, Neb.  
Geneseo State Normal School, N. Y.  
Geneva High School, Ohio.  
Glenwood High School, Minn.  
Grand Rapids High School, Mich.  
Great Falls High School, Mont.  
Greenville High School, Ill.  
Greenwich High School, Conn.  
Hartford City High School, Ind.  
Hillsdale High School, Mich.  
Howard University, Preparatory Department, D. C.  
Huntsburg High School, Ohio.  
Independence High School, Iowa.  
Jefferson High School, Ohio.  
Kansas City (Central) High School, Mo.  
Kenton High School, Ohio.  
Kewanee High School, Ill.  
Kingman High School, Kans.  
Ludington High School, Mich.  
Livingston High School, Mont.  
LaSalle High School, Ill.  
LaGrange High School, Ill.  
Lakewood High School, Ohio.  
Massillon High School, Ohio.  
Mercersburg Academy, Pa.  
Middletown High School, N. Y.  
Moline High School, Ill.  
Montpelier High School, Ohio.  
Morrison High School, Ill.  
Mt. Pleasant High School, Ohio.  
Napoleon High School, Ohio.  
New Lyme Institute, Ohio.  
Niagara Falls High School, N. Y.  
Norfolk High School, Neb.  
North Tonawanda High School, N. Y.  
Norwalk High School, Ohio.  
Oakland City College, Ind.  
Ohio Normal University, Ohio.  
Ohio Wesleyan University, Ohio.  
Ottawa High School, Ohio.  
Peoria High School, Ill.

Perth Amboy High School, N. J.  
Pollock Stephens Institute, Ala.  
Portland High School, Ind.  
Pueblo High School, Colo.  
Pulaski High School, N. Y.  
Ravenna High School, Ohio.  
Red Oak High School, Iowa.  
River John High School, Nova Scotia.  
Robert College, Constantinople.  
Rollins College, Fla.  
Rushville High School, Ill.  
Rushville High School, Ind.  
St. Charles High School, Ill.  
St. Joseph High School, Mo.  
St. Mary's High School, Ohio.  
St. Paul (Baldwin Seminary), Minn.  
Salem High School, Ohio.  
Sandusky High School, Ohio.  
Shelby High School, Ohio.  
Sherburne High School, N. Y.  
Sioux City High School, Iowa.  
Somerset High School, Ohio.  
South Bend High School, Ind.  
South Chicago High School, Ill.  
Spencer High School, Iowa.  
Stafford High School, Conn.  
Sterling High School, Ill.  
Stoughton High School, Wis.  
Vinton High School, Ohio.  
Wahoo High School, Neb.  
Warren High School, Pa.  
Washington (M. St.) High School, D. C.  
Waterford High School, Pa.  
Webster High School, S. D.  
West Hartford High School, Conn.  
Wheaton High School, Ill.  
Woodbine Normal School, Iowa.  
Wooster University, Ohio.  
Worcester High School, N. Y.  
Youngstown (Rayen) High School, Ohio.



## Requirements for Admission to the College Department

The experience of another year leads me to believe that the admission requirements which became effective in September, 1901, are entirely satisfactory.

Referring to the table on page 100, it will be noted that 240 students were admitted under the classification of Freshmen and College Specials. In the cases of seven of the Specials the exact credits were never definitely determined. The preparation of the remaining 233 new students has been carefully studied, and the results recorded in the following tables.

### Amount of Entrance Credits of the Freshmen

The table of percentages which follows shows roughly, (1) students who were conditioned at entrance, (2) the students who exactly met the admission requirements, and (3) the students who entered with more than 15 units of credit. A "unit" of work for entrance comprises four recitation hours a week for one year, and five periods of forty-five minutes each will be accepted as an equivalent.

|  | 1903-04 | 1902-03 | 1901-0 |
|--|---------|---------|--------|
| 85 students presented between 14 and 15 units..... | 36.5 %  | 34.7 %  | 32.3 % |
| 42 " " 15 units.....                               | 18.0 "  | 17.1 "  | 18.4 " |
| 76 " " between 15 and 16 units.....                | 32.6 "  | 23.2 "  | 17.9 " |
| 30 " " more than 16 units.....                     | 12.9 "  | 25.0 "  | 31.4 " |
| 233  | 100     | 100     | 100    |

In my report last year, attention was called to the following vote of the Committee on Admission—"That from and after September, 1903, not more than sixteen units of admission credits will be granted to any student whose preparatory work in high school (or academy) covered only four years in time." We are particularly pleased with the year's experience with this rule. An immediate result has been a decrease of nearly half in the percentage of students who enter the college with more than 16 units of credits, and we are now much more certain that the college credits which are allowed for excess entrance units are worthily granted. The 30 students who were admitted last year with credits exceeding 16 units had in every case preparatory work covering four full years, and an additional year either in Oberlin Academy, or as a post-graduate in a high school, or in one of the smaller colleges.

The details of entrance credits of these students follow :

| Units Presented    |            | From<br>Outside<br>Schools | From<br>Oberlin<br>Academy | Total |
|--------------------|------------|----------------------------|----------------------------|-------|
| 14                 | units..... | 27                         | 4                          | 31    |
| 14 $\frac{1}{4}$   | ".....     | 6                          | 4                          | 10    |
| 14 $\frac{1}{3}$   | ".....     | 4                          | 3                          | 7     |
| 14 $\frac{1}{2}$   | ".....     | 13                         | 5                          | 18    |
| 14 $\frac{2}{3}$   | ".....     | 7                          | 6                          | 13    |
| 14 $\frac{3}{4}$   | ".....     | 4                          | 2                          | 6     |
| 15                 | ".....     | 36                         | 6                          | 42    |
| 15 $\frac{1}{4}$   | ".....     | 5                          | 0                          | 5     |
| 15 $\frac{1}{3}$   | ".....     | 4                          | 4                          | 8     |
| 15 $\frac{1}{2}$   | ".....     | 14                         | 4                          | 18    |
| 15 $\frac{2}{3}$   | ".....     | 10                         | 1                          | 11    |
| 15 $\frac{3}{4}$   | ".....     | 4                          | 1                          | 5     |
| 16                 | ".....     | 25                         | 4                          | 29    |
| More than 16 units | .....      | 12                         | 18                         | 30    |
|                    |            | 171                        | 62                         | 233   |

### Subjects Presented by Freshmen.

*History.* Twelve students failed to meet the minimum requirement of one unit in History. Nearly all of these came from Oberlin Academy. Students who present less than one unit in the subject of History are required to elect courses in History in the College to make up the deficiency. Forty-eight students presented the minimum of one unit, and the remaining 172 presented more than one unit. Of these 16 presented three or more units. It is the preference of the Committee that not more than three units of work in History be presented for entrance.

*Mathematics.* The full requirement of three units was presented by 177 out of 233 candidates. Fifty-six students were admitted with conditions in Mathematics. Of these 12 were conditioned a half unit in Algebra, 21 a half unit in Solid Geometry, 15 with a half unit each of Algebra and of Solid Geometry, while 8 were conditioned upon the last book of Solid Geometry, the condition in this case being equivalent to about one-sixth of a unit. Conditions in Mathematics are made up by enrollment in classes in Oberlin Academy. Of the 62 students who entered from Oberlin Academy, 15 had anticipated the subject of Freshman Mathematics by electing it while enrolled in the Academy Department.

The men who enter college are relatively better prepared than the women in the subject of Mathematics. Fourteen men out of 94 had entrance conditions in Mathematics, being about 15 per cent. Forty-two

women out of 137 had similar conditions, being slightly more than 30 per cent.

It is also very noticeable that the students who take the classification of "College Specials" are very likely to be those who have conditions in Mathematics and are unwilling to meet the Mathematics requirements of the regular course.

*Latin.* The minimum requirement is two units. Three students presented no Latin, and 7 others presented less than the minimum. Fifteen students presented two units. The preference of the Committee on Admission is that students should present four units in Latin, and 119 candidates (slightly more than 50 per cent.) presented this amount of Latin. Ten students presented work on which more than four units was allowed. These figures show no change from 1902-03.

Students who present less than two units of Latin are required to elect work in Oberlin Academy to meet this minimum. Where a student presents more than two units, but less than four, the Committee on Admission urges, but does not require, the election of Academy courses in Latin.

*Greek.* Greek is optional and the number of applicants who present it seems to be growing smaller each year. There were only 53 students out of a total of 233 who presented work in this subject, the proportion being 22 8-10 per cent., as compared to 38 2-10 per cent. in 1902-03 and 36 3-10 per cent. in 1901-02. Of the 171 students who entered from outside schools, only 30 presented Greek, being 17½ per cent. Of the 62 students who entered from Oberlin Academy, 23 presented Greek, 37 per cent. The subject of Greek was presented by 31 1-10 per cent. of the men, as compared to 17½ per cent. of the women.

*German.* German is optional. The total number of applicants who presented German was 144, being 61 8-10 per cent., as compared with 63 4-10 per cent. in 1902-03. Forty-nine students presented one unit or less, 27 presented between one and two units, 49 presented two units, and 19 presented more than two units. The Committee on Admission prefers not to grant more than two units of entrance credit in this subject.

*French.* French is optional and the number of applicants who present French is small, smaller even than in the case of the Greek. There were 45 students who presented French, the per cent. being 19 3-10. This shows a slight gain, the corresponding figure for 1902-03 being 17 7-10 per cent. Very few outside schools seem to prepare students in this subject, the per cent. from outside schools being only 13 3-10.

*Sciences.* The minimum requirement in Science is one unit. It is recommended that applicants present at least one Science course which

has covered a complete year, submitting satisfactory laboratory note-books, but the Committee still allows credit for term courses and half year courses. There were only 8 students who did not meet the minimum requirement. Two of these students had had no Science preparation, and the other 6 had had less than a year of Science work. Students who are admitted with a condition in Science are required to elect Science courses, either in the College or in the Academy, sufficient to balance the entrance deficiency.

There were 31 students who presented the minimum of one unit. Twenty students presented more than three units. It is the preference of the Committee on Admission that not more than three units of work be presented in this subject.

*English.* Two hundred and nine applicants, representing 90 per cent., met the full requirement of three units in the subject of English. Of this number 28 received credits slightly in excess of three units in consideration of preparatory work covering more than three years. Fourteen students entered from Oberlin Academy with excess credit in English, and 14 from outside schools. Twenty-four students presented less than the minimum requirement, 12 men and 12 women. Students who are received with conditions in English are required to elect preparatory courses in Oberlin Academy to make up the deficiency.

### **The Freshman Electives**

Beginning with the year 1901-02 a new vote went into effect concerning the work of the Freshman year. Mathematics, English Composition, and Bible, aggregating 7 hours, are continued as absolute requirements, and the remainder of the work is to be chosen from a limited group of subjects known as Freshman electives. The Freshmen are asked to elect two of the following subjects—Greek, Latin, German, French, and Biological Science. The science can be either Zoology or Botany. No student is allowed to elect both beginning German and beginning French.

The results of the elections of 184 of the Freshmen, during the first semester of 1903-04, are shown in the following table, to which are also added for reference the elections of 152 students last year, and 149 the preceding year.

|  | 1908-04 | 1902-08 | 1901-02 |
|--|---------|---------|---------|
| Freshman Latin and beginning German.....     | 17      | 8       | 10      |
| “ “ advanced “.....                          | 23      | 22      | 23      |
| “ “ beginning French.....                    | 16      | 12      | 3       |
| “ “ advanced “.....                          | 7       | 6       | 5       |
| “ “ beginning Greek.....                     | 4       | 4       | 6       |
| “ “ advanced “.....                          | 21      | 14      | 26      |
| “ “ Science.....                             | 10      | 3       | 3       |
| Academy Latin and beginning German.....      | 3       | 4       | 2       |
| “ “ advanced “.....                          | 6       | 13      | 6       |
| “ “ beginning French.....                    | 3       | 5       | 0       |
| “ “ advanced “.....                          | 1       | 5       | 3       |
| “ “ beginning Greek.....                     | 1       | 0       | 0       |
| “ “ advanced “.....                          | 3       | 3       | 5       |
| “ “ Science.....                             | 3       | 3       | 1       |
| Advanced Greek and beginning German.....     | 0       | 2       | 1       |
| “ “ advanced “.....                          | 1       | 0       | 6       |
| “ “ beginning French.....                    | 0       | 0       | 1       |
| “ “ advanced “.....                          | 1       | 1       | 2       |
| Advanced German and beginning French.....    | 12      | 11      | 8       |
| “ “ advanced “.....                          | 3       | 3       | 4       |
| “ “ Science.....                             | 18      | 13      | 17      |
| “ “ beginning Greek.....                     | 1       | 1       | 0       |
| Beginning German and advanced French.....    | 6       | 0       | 2       |
| “ “ Science.....                             | 10      | 9       | 5       |
| Beginning French and Science.....            | 6       | 5       | 10      |
| Advanced “ “.....                            | 4       | 4       | 0       |
| “ “ beginning Greek.....                     | 2       | 0       | 0       |
| Beginning Greek and Science.....             | 1       | 1       | 0       |
| “ “ German and beginning French.....         | 1       | 0       | 0       |
| Irregular, not considered in this study..... | 26      | 12      | 16      |
|  | 210     | 164     | 165     |

A considerable number of those marked “irregular” did not carry full work, omitting one of the Freshman electives. A portion of this number were thus irregular because of health, and a larger number because of entrance deficiencies which were made up in place of one of the Freshman studies. Several students enrolled at the beginning of the second semester and were necessarily irregular for this reason.

It will be seen that 118 students elected Latin, 64 per cent., as compared to 67 per cent. last year.

The least desirable combinations in the above table are those which combine beginning courses in German, French, and Greek, with electives in Science—least desirable because they involve dropping the language or languages which the student presented for admission credits. The recom-

mentation of the College officers is uniformly for the continuance in College of subjects presented for entrance. There were 18 students who elected these least desirable combinations, but twelve of this number presented only one language (Latin) for admission, and dropped it to take up modern language work.

One hundred and eight students presented two languages for entrance. Of this number 43 elected the same languages, 38 dropped one of the original languages to take up a third, 23 dropped one of the languages to take work in sciences, and 4 dropped both languages, electing in their place a third language and a course in science.

Thirty-four students presented three languages, and of this number 27 continued two of them, 4 continued one of the languages and elected science, 3 continued one of the languages and elected the fourth language, and 1 dropped all three languages presented for entrance and elected the fourth language and science.

One student presented four languages for admission to the College and elected two of them in the Freshman year.

### Non-return of College Students

Referring again to the table on page 99, it appears that 154 men and 175 women, a total of 329 students, who had been in the College department during the year 1902-03, returned for the year 1903-04. Five of these were graduates in June, 1903.

The following table gives the details of losses in the various classes:

|                  | In Catalogue<br>1902-03 | Received<br>Degrees 1903 | Returned<br>1903-04 | Did not Return<br>1903-04 |
|------------------|-------------------------|--------------------------|---------------------|---------------------------|
| Graduates .....  | 13                      | 6                        | 1                   | 6                         |
| Seniors .....    | 102                     | 100                      | 2                   | 0                         |
| Juniors .....    | 102                     | 3                        | 83                  | 16                        |
| Sophomores ..... | 142                     | ...                      | 102                 | 40                        |
| Freshmen .....   | 176                     | ...                      | 124                 | 52                        |
| Specials .....   | 43                      | ...                      | 12                  | 31                        |
|                  | <hr/> 578               | <hr/> 109                | <hr/> 324           | <hr/> 145                 |

Five of the Seniors who received degrees returned for graduate work in 1903-04.

Of the 578 students enrolled in 1902-03, 109 received degrees. Deducting this number and also deducting the six post-graduates who did not return, we have a total of 463 students who should ideally have returned to Oberlin for College work in 1903-04. Three hundred and twenty-four of

this number returned, and 139 did not return. The loss of 139 out of a total of 463 seems to be entirely too large, the percentage of loss being 30, as compared to 23.6 per cent. during the preceding year.

In my report of last year I mentioned my purpose to write to the students who had not returned asking for the reasons which had influenced them. To my inquiries a good proportion of the students made careful replies, and I present at this point a tabulation of the reasons, the information tabulated being either given directly by the students, or by college officers who were in touch with the students:

|                                     | Men | Women | Total | Men | Women | Total |
|-------------------------------------|-----|-------|-------|-----|-------|-------|
| Lack of Money .....                 |     |       |       | 11  | 10    | 21    |
| Health .....                        |     |       |       | 9   | 16    | 25    |
| Illness at Students' Homes .....    |     |       |       | 1   | 3     | 4     |
| To other Colleges .....             |     |       |       | 16  | 14    | 30    |
| Because of previous plan .....      | 0   | 4     | 4     |     |       |       |
| To enter professional schools.....  | 4   | 0     | 4     |     |       |       |
| To enter technical schools.....     | 2   | 1     | 3     |     |       |       |
| To live nearer students' homes..    | 2   | 1     | 3     |     |       |       |
| Dissatisfied in Oberlin.....        | 1   | 5     | 6     |     |       |       |
| To get 1 year away from Oberlin     | 3   | 1     | 4     |     |       |       |
| No reasons given .....              | 4   | 2     | 6     |     |       |       |
| To Oberlin Conservatory of Music    |     |       |       | 2   | 3     | 5     |
| To go into business.....            |     |       |       | 6   | 0     | 6     |
| To go into missionary work.....     |     |       |       | 1   | 1     | 2     |
| Failure in scholarship or otherwise |     |       |       |     |       |       |
| undesirable.....                    |     |       |       | 7   | 2     | 9     |
| Married (not allowed to return).... |     |       |       | 2   | 3     | 5     |
| Came merely for one year.....       |     |       |       | 1   | 2     | 3     |
| No reason known.....                |     |       |       | 11  | 18    | 29    |
|                                     |     |       |       | 67  | 72    | 139   |

Of these 139 students, 18 have enrolled in the College department during the present year of 1904-05, having dropped their work merely for the year 1903-04.

I suspect that a considerable number of the students who gave no reason for their non-return dropped their college courses either because of poor work done while in Oberlin or because of lack of money. I suspect also that several of those who assigned ill health as a reason for non-return were probably more influenced by these two considerations than by that of health.

The losses to other colleges were not so many in number as the gains from other colleges.

## Statistics of Instruction in the College Department, Year of 1903-04

As used in the following table, an "Instruction Unit" means the instruction furnished to one student in which recitations are held once a week for one semester—in other words, an "Instruction Unit" represents one student in a one-hour course for one semester. To illustrate—a five-hour course in Political Economy enrolling 55 students is here counted as representing 275 instruction units; a three-hour course in Surveying, enrolling 10 students, represents 30 instruction units. The table which follows shows the instruction furnished during the year 1903-04, and I have added for comparison the corresponding figures for the three preceding years.

| Departments                                | Total Classes or Sections | Hours of Teachers' Time | STUDENTS |       |       | Total Instruction Units 1903-04 | Total Instruction Units 1902-03 | Total Instruction Units 1901-02 | Total Instruction Units 1900-01 |
|--|---------------------------|-------------------------|----------|-------|-------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
|  |                           |                         | Men      | Women | Total |                                 |                                 |                                 |                                 |
| Anatomy .....                              | 1                         | 1                       | 5        | 8     | 13    | 39                              | 36                              | 24                              | 0                               |
| Astronomy .....                            | 2                         | 8                       | 9        | 9     | 18    | 54                              | 27                              | 48                              | 36                              |
| Bible, Theol. and Evidences .....          | 5                         | 11                      | 204      | 268   | 472   | 954                             | 757                             | 679                             | 338                             |
| Bibliography .....                         | 3                         | 6                       | 14       | 47    | 61    | 122                             | 68                              | 14                              | 92                              |
| Botany .....                               | 9                         | 86                      | 52       | 79    | 131   | 408                             | 172                             | 187                             | 381                             |
| Chemistry and Mineralogy ..                | 8                         | 138                     | 190      | 130   | 320   | 1556                            | 1212                            | 960                             | 533                             |
| Classical Archæology.....                  | 4                         | 10                      | 24       | 107   | 131   | 262                             | 108                             | 179                             | 290                             |
| Economics, Sociology and Pol. Science..... | 11                        | 30                      | 182      | 69    | 251   | 769                             | 696                             | 650                             | 621                             |
| English Composition .....                  | 18                        | 34                      | 341      | 462   | 803   | 1557                            | 1241                            | 848                             | 691                             |
| English Literature.....                    | 14                        | 36                      | 188      | 356   | 544   | 1358                            | 1434                            | 1241                            | 934                             |
| French.....                                | 22                        | 60                      | 141      | 244   | 385   | 1197                            | 866                             | 902                             | 839                             |
| Geology.....                               | 5                         | 20                      | 26       | 22    | 48    | 174                             | 167                             | 178                             | 160                             |
| German .....                               | 14                        | 46                      | 167      | 242   | 409   | 1333                            | 1208                            | 1082                            | 880                             |
| Greek.....                                 | 8                         | 26                      | 35       | 82    | 117   | 439                             | 425                             | 477                             | 573                             |
| History.....                               | 14                        | 37                      | 176      | 243   | 419   | 1141                            | 1523                            | 1419                            | 1240                            |
| Italian.....                               | 1                         | 4                       | 2        | 6     | 8     | 32                              | 0                               | 0                               | 12                              |
| Latin .....                                | 16                        | 50                      | 95       | 295   | 390   | 1236                            | 1276                            | 1058                            | 1105                            |
| Mathematics.....                           | 16                        | 54                      | 309      | 252   | 561   | 1624                            | 1798                            | 1715                            | 1393                            |
| Oratory.....                               | 7                         | 18                      | 52       | 28    | 80    | 211                             | 323                             | 432                             | 305                             |
| Philosophy and Pedagogy...                 | 15                        | 48                      | 209      | 201   | 410   | 1327                            | 1340                            | 1042                            | 984                             |
| Physical Training (for credit)             | 12                        | 36                      | 142      | 218   | 360   | 360                             | 323                             | 0                               | 0                               |
| Physics.....                               | 7                         | 99                      | 91       | 9     | 100   | 455                             | 418                             | 335                             | 327                             |
| Physiology.....                            | 1                         | 5                       | 7        | 21    | 28    | 140                             | 125                             | 130                             | 0                               |
| Spanish .....                              | 0                         | 0                       | 0        | 0     | 0     | 0                               | 36                              | 0                               | 0                               |
| Zoology.....                               | 7                         | 97                      | 103      | 138   | 241   | 776                             | 598                             | 514                             | 227                             |
| Teachers' Course in Physical Training..... | 11                        | 26                      | 5        | 68    | 73    | 135                             | 0                               | 0                               | 0                               |
| Totals .....                               | 231                       | 986                     | 2769     | 3604  | 6373  | 17655                           | 16177                           | 14114                           | 11061                           |



The column marked "hours of teachers' time" includes all the time spent by the teachers, whether in class room recitations or in laboratory instruction.

In the two semesters of 1903-04, there were 231 classes. The total enrollment of students in these classes was 6,373, the average being slightly more than 27. The corresponding figure for 1902-03 was 28.

A gain of nearly 10 per cent. in the total amount of instruction furnished by the College was to be expected, corresponding to the gain of that amount in the enrollment of the College department. In some departments, however, there have been increases far in excess of the normal 10 per cent. above mentioned. The greatest increases in the amount of instruction furnished were as follows:

|                          |               |
|--------------------------|---------------|
| Botany .....             | 137 per cent. |
| Astronomy .....          | 100 "         |
| Bibliography .....       | 79 "          |
| French .....             | 38 "          |
| Zoölogy .....            | 31 "          |
| Bible .....              | 26 "          |
| English Composition..... | 17 "          |
| Economics .....          | 11 "          |

The amount of instruction furnished in Anatomy, Geology, Greek, and Physiology remained about the same as for the preceding year. There were slight losses in English Literature, Philosophy and Pedagogy, and Latin, and decided losses in History and Mathematics. The large losses in these two departments are explained by the absences of Professor Johnston and Professor Anderegg.

In comparison with the corresponding figures for three years ago (1900-01), there are the following striking increases in the amount of instruction furnished:

|   |               |
|---|---------------|
| In Zoölogy, a gain of.....                  | 244 per cent. |
| In Chemistry and Mineralogy, a gain of..... | 192 "         |
| In Bible.....                               | 182 "         |
| In English Composition.....                 | 125 "         |
| In German .....                             | 52 "          |

The gain in enrollment in the College department during the same period of three years was 47 9-10 per cent.

## Instruction Given in Oberlin Academy, Year 1903-04

The instruction furnished in Oberlin Academy during the year 1903-04 is shown in the table which follows. The Academy is still on the term plan and the table is figured accordingly. An Academy instruction unit means the instruction furnished to one student in a one-hour course for *one term*. It represents two-thirds of a College instruction unit.

The total number of different classes taught in the Academy during the year was 175, and the enrollment in them was 3,845, an average of 22 to each class.

|                     | Number of<br>Classes | Number of<br>Teaching<br>Hours | STUDENTS    |             |             | Academy In-<br>struction<br>Units<br>1903-04 | Academy In-<br>struction<br>Units<br>1902-03 | Academy In-<br>struction<br>Units<br>1901-02 |
|---------------------|----------------------|--------------------------------|-------------|-------------|-------------|--|--|--|
|                     |                      |                                | Men         | Women       | Total       |  |  |  |
| Bible .....         | 15                   | 15                             | 409         | 259         | 668         | 668  | 573  | 570  |
| Botany .....        | 3                    | 27                             | 22          | 23          | 45          | 180  | 0  | 0  |
| Declamation .....   | 7                    | 12                             | 64          | 25          | 89          | 168  | 116  | 91   |
| English .....       | 45                   | 135                            | 611         | 524         | 1135        | 3247   | 3022   | 2309   |
| French .....        | 11                   | 55                             | 37          | 102         | 139         | 595  | 840  | 545  |
| German .....        | 14                   | 70                             | 136         | 120         | 256         | 1280   | 1320   | 1460   |
| Greek .....         | 6                    | 30                             | 52          | 47          | 99          | 495  | 785  | 1045   |
| History .....       | 6                    | 24                             | 95          | 75          | 170         | 680  | 336  | 376  |
| Latin .....         | 32                   | 162                            | 305         | 241         | 546         | 2755   | 3040   | 2520   |
| Mathematics .....   | 28                   | 113                            | 364         | 223         | 587         | 2084   | 2012   | 1380   |
| Physics .....       | 5                    | 56                             | 56          | 19          | 75          | 300  | 476  | 184  |
| Zoology .....       | 3                    | 27                             | 28          | 8           | 36          | 144  | 0  | 0  |
| <b>Totals .....</b> | <b>175</b>           | <b>726</b>                     | <b>2179</b> | <b>1666</b> | <b>3845</b> | <b>12596</b>                                 | <b>12520</b>                                 | <b>10480</b>                                 |

The increases are in Sciences, History, Mathematics, and English. There are decreases in all foreign languages.

### ATHLETIC ASSOCIATION FINANCES

For the last six years I have held the graduate managership of the Athletic Association, and I believe that the work has been of some value to the College as well as of much pleasure to myself.

The Athletic Association lost money on its season of 1903-04, largely on account of bad weather affecting the games scheduled for the spring term. The year closed with a total deficit of \$951.51. The surpluses and deficits of the various teams for the year are as follows:

|                                 | Surplus  | Deficit  |
|---------------------------------|----------|----------|
| For Permanent Improvements..... | \$ 74 42 |          |
| Foot Ball, 1903.....            | 151 20   |          |
| Base Ball, 1904.....            |          | \$ 25 27 |
| Track Team, 1904.....           |          | 509 42   |
| Basket Ball, 1904.....          | 33 81    |          |
| The Academy Teams, 1903-04..... |          | 217 33   |
| Interscholastic Meet, 1904..... |          | 15 34    |

The total deficit for the year was \$506.93, which, added to the debt at the beginning of the year (\$444.58), made the net indebtedness of the Athletic Association at August 31st, 1904, \$951.51.

There are two improvements which ought to be made at the athletic fields without delay. There is urgent need of a new cinder track for the track athletics, and we shall at once go forward with this work at a probable cost of \$350. The students have contributed \$50 from the proceeds of the Mock Convention held last June, and the Athletic Association will probably endeavor to raise the rest of the money by special subscription.

To complete the equipment of Dill Field for foot ball purposes a covered grandstand is needed, to be located on the west side of the field and to accommodate about 1,200 spectators. Plans have been drawn for a new stand such as is needed and preliminary bids have been secured. It appears that the cost will be about \$1,500, but the Association cannot undertake the construction of the stand until the present debt is removed and the payments are made for the new cinder track.

Respectfully submitted,

GEORGE M. JONES.

# Report of the Librarian

To the President:

Sir: I hereby submit the report for the Library for the year 1903-04.

## GROWTH OF THE LIBRARY.

At the beginning of the year the Library possessed 58,618 bound volumes, and 35,170 unbound volumes, a total of 93,788. During the year, 5,120 volumes were accessioned, and 1,581 unbound volumes were catalogued without accessioning, making the number September 1st, 1904, 63,738 bound volumes, and 36,751 unbound volumes, a total of 100,489.

The number of bound volumes added during the year has only once been exceeded in the history of the Library, and then by only a small number.

The following table shows the additions by college years since 1894-95:

|              |       |              |       |
|--------------|-------|--------------|-------|
| 1894-95..... | 2,593 | 1899-00..... | 4,002 |
| 1895-96..... | 2,083 | 1900-01..... | 4,689 |
| 1896-97..... | 1,924 | 1901-02..... | 5,391 |
| 1897-98..... | 2,313 | 1902-03..... | 3,833 |
| 1898-99..... | 1,143 | 1903-04..... | 5,120 |

In addition to the accessioned and catalogued volumes given above, the Library has many collections not yet entered on our records or in any way catalogued.

To get a more complete statement of the extent of the possessions of the Library, the following table, is given:

## CONDITION OF THE LIBRARY SEPTEMBER 1, 1904

|   | Bound<br>Volumes | Unbound<br>Volumes | Total         |
|---|------------------|--------------------|---------------|
| Accessioned and catalogued.....                 | 63,738           | 36,751             | 100,489       |
| Waiting, not yet accessioned or catalogued.     | 1,078            | 18,000             | 19,078        |
| Volumes of newspapers, temporary bindings ..... | .....            | 1,200              | 1,200         |
| Maps and Charts .....                           | .....            | 2,500              | 2,500         |
|   | <hr/> 64,816     | <hr/> 58,451       | <hr/> 123,267 |

Even this considerable total does not indicate the sum of the individual items which the Library possesses, for there are coins, medals, paper money, broadsides, photographs, manuscripts and the like which

have never been counted, together with the collection of more than 30,000 duplicate volumes, maps and newspapers. More than 150,000 individual articles are in the possession of the Library.

#### ADDITIONS OF THE YEAR.

The 5,120 bound volumes added during the year came from the following sources:

By purchase .....1,524 volumes.

By gift and exchange.....3,596 volumes.

The year has been marked by no single large gift, such as the Thayer Library mentioned in my last report, but there has been a steady stream of smaller gifts from a wide number of contributors.

The largest gift in number of volumes came from Mr. John Hawxwell, of Sparta, Indiana, through the friendly intercession of the Rev. Chauncey N. Pond of the class of 1864.

This gift, which numbered several hundred volumes, contained many quite out-of-the-way things, supplementing our Library in various parts in a remarkable way.

Mrs. Emma F. Burroughs, widow of the late Prof. Geo. S. Burroughs, D.D., gave us a very large number of valuable books from the Professor's Library. These books strengthen particularly the department of Old Testament, but there were many of a general character which were very welcome.

Mr. C. N. Jones, class of 1871, gave us nearly 200 volumes, besides many periodicals, from the Library of his mother, for many years a resident of Oberlin.

From the Oberlin Mutual Benefit Association were received nearly 100 volumes, some of which proved to be of exceptional value and interest.

Mr. and Mrs. N. Stone Scott, of Cleveland, of the class of 1884, sent a large number of books from the family Library. This gift was especially strong in local guide books to places in England and on the Continent. These were particularly welcome, and, have often proved of great service, particularly to Club Women.

From Mrs. Geo. Gannett, of Needham, Mass., a box of books was received, many of which proved to be additions to our collection.

President Henry C. King sent a small but exceedingly interesting collection of 16th Century books, nearly all of which were additions, which have already proved of great service to the class in the history of printing.

From Doctors W. C. Bunce, Geo. E. Smith, and Ellen E. Hawkins, have come very important gifts of medical periodicals and miscellaneous

books. While for our immediate use these medical periodicals are of little value, it has seemed worth while to accept such gifts and preserve them for a possible much greater use in the future. The growth of the department of Physical Training, together with the increased interest in the classes in Physiology and Hygiene, make it not improbable that at least the first year's work in a medical course may some day be given in Oberlin. Even if this were not probable, it seems not unreasonable to expect at some future time, if the plans now under consideration for throwing open the College Library to the public should be carried out, and a suitable building erected, that a room especially set apart for medical books might prove of great service to the physicians of the village, and might develop into a medical reading room for their use.

Miss Lillian Parker, of Cambridge, Mass., has sent us a considerable number of books from the Library of her father, the late Leonard S. Parker, D.D., of the theological class of 1838.

From Mrs. J. E. Follansbee, Professor Chas. E. St. John, Mrs. E. W. Lord, and Dr. D. L. Leonard, have been received important gifts.

From Rev. Horace S. Lyman, of the theological class of 1882, we received a copy of his monumental History of Oregon, in four volumes, a welcome and honorable addition to our alumni collection.

Dr. Denton J. Snider, of the class of 1862, has sent us his newly published volumes as in the past years. One entire shelf of the Library is now required to contain Dr. Snider's published works.

Important exchanges have been carried on with the Ohio State Library, Boston Public Library, and the Library of Olivet College.

Through these gifts and exchanges very valuable additions to the Library in the literature of the past have been secured. The College has occasion for great gratitude in that year by year a large and ever increasing circle of friends are thus adding to its resources.

It is obvious, however, that while this generosity is an important supplement to the means used by the College to promote research, it can never take the place of an expenditure of money to purchase the literature of the present and of the past.

Through the generosity of the Trustees in appropriating \$1,500.00 in addition to the income of the Library endowments it has been possible for the Library to purchase a larger number of books than usual, and to appropriate sums, in no case less than \$50.00, to each department of instruction in the College and Seminary. Such an expenditure carried on from year to year, although altogether inadequate, would nevertheless meet the absolute necessities of the student body in connection with class room instruction. It does nothing, however, to meet the demand which

most of all the Library should endeavor to meet, the furnishing of a satisfactory equipment for research work to its corps of instructors.

Although in many ways our Library is far superior to that of ten years ago, yet from this point of view, there has been no essential improvement. The average student undoubtedly receives more help from the Library now than ten years ago, but the average instructor is no better served than before.

Because of this fact, it seems to me that the one important necessity which the Library now faces is, how to secure from some friend the gift of a large sum of money to be used for immediate expenditure, in order that the Library may be equipped adequately to meet the necessities of the teaching force.

Ten thousand dollars is the least sum at which we should aim, and if some large-hearted friend could be found who could give this sum annually for a considerable period of years, as has been done for Columbia University, it would be a source of inspiration and of intellectual stimulus to both instructors and students, the value of which would be beyond calculation. If Oberlin is to take the forward step, which her present equipment and future prospects would seem to warrant, this it seems to me would be the first essential to that step, and I trust it may receive your hearty endorsement.

#### WORK OF THE YEAR

During the year the library was open 308 days. The average daily attendance during the school year was 458; during the Summer vacation 77. The smallest number of persons using the Library in any one day was 29 (August 27); the largest, 761 (April 27). The total number of readers for the year was 104,484. The number of books drawn for home use was 16,609. The number of persons drawing books for home use during the year was 1,104.

With the opening of the Library in the evening, of which I shall speak later, it was necessary to restrict still further the circulation of reference and "reserved" books. Instead of allowing such books to leave the Library at 4:30 in the afternoon, as heretofore, they were not allowed to leave the building until nine o'clock in the evening. It was expected that this rule would very materially diminish the circulation of books, but this has not proved to be the case. The number of volumes circulated during the preceding year was 16,156; during the present year, 16,609.

The Catalogue department catalogued during the year 4,784 bound volumes, and 1,581 unbound volumes. This required the preparation of 7,931 new cards for the catalogue. In addition 3,729 cards written in

previous years were withdrawn from the catalogue in order to receive additions or to be corrected.

The department was unable to keep up with the additions of the year, and at least 2,000 unbound volumes and 1,000 bound volumes had not been reached at the end of the year.

I have already referred to the important change made at the beginning of the year, in that the Library was opened in the evening from 6:00 to 9:30. That such opening met a distinct need was at once manifest. The first month in which the Library was open the average attendance each evening was 95, although the electric light was not yet installed. During the following month, however, owing to the poor quality of the gas furnished by the local gas company, the attendance fell slightly, but with the installment of the electric lights the number began to increase and continued to do so each month until, during the last full month of the College year, the average evening attendance was 166. Nor has this evening attendance been secured by simply distributing the same number of visits to the Library over a greater number of hours, because the number of visits to the Library has been increased over last year by nearly 25,000, showing either that more people make use of the Library, or that the same number of people study there more hours per day.

The following table shows the attendance and averages by months for the year:

|                 | Morning |      | Afternoon |      | Evening |      |
|-----------------|---------|------|-----------|------|---------|------|
|                 | Total   | Av'g | Total     | Av'g | Total   | Av'g |
| September ..... | 1,479   | 69   | 1,475     | 61   | 413     | 82   |
| October .....   | 4,271   | 158  | 3,377     | 125  | 2,087   | 95   |
| November .....  | 4,208   | 179  | 3,370     | 140  | 1,858   | 92   |
| December .....  | 3,740   | 144  | 3,027     | 116  | 1,653   | 110  |
| January .....   | 3,451   | 144  | 3,092     | 129  | 2,024   | 112  |
| February .....  | 4,629   | 192  | 4,334     | 173  | 2,370   | 116  |
| March .....     | 5,762   | 213  | 5,290     | 203  | 3,108   | 135  |
| April .....     | 4,911   | 188  | 4,607     | 177  | 3,177   | 151  |
| May .....       | 5,418   | 208  | 4,526     | 174  | 3,663   | 166  |
| June .....      | 3,950   | 152  | 3,572     | 143  | 2,051   | 153  |
| July .....      | 997     | 36   | 1,027     | 41   | .....   | ...  |
| August .....    | 738     | 31   | 873       | 36   | .....   | ...  |

The Library is now open from 7:15 in the morning until 9:30 at night, with the exception of an hour at noon, and one at supper time. There has been considerable pressure from students to be allowed to remain in the Library during these hours, and if the College could meet the additional expense involved it would perhaps be well to keep the Library open continuously from 7:15 in the morning to 9:30 at night. This, however, cannot be done with the present force nor with the present expenditure.



#### MORE ROOM SECURED; MORE ROOM NEEDED

In my last report, I called attention to the very crowded condition of the Library, and the impossibility of continuing longer without additional shelving. I am glad to report that a very great gain has been made during the present year. The removal of the Bradley Auditorium Lectures to Sturges Hall, arranged for by the Faculty in the Spring, made it possible for Professor Wright to move the Museum from the lower story of the Library building to the Bradley Auditorium in Peters Hall. The space thus vacated was immediately filled with additional book stacks, giving space for at least 10,000 volumes. By a re-arrangement of the Library, it was possible with this additional space to so place the books in the first and second stories of the building as to leave room for the additions of the next two years. It was impossible, however, to do anything to relieve the crowded condition of the third story of the building. This story is now overloaded and ought not to have more weight put into it, nor is there space for additional shelving. The only space in the present building, not occupied for Library purposes is that still occupied by the department of Geology and Zoology. It contains the following space: One room 27 ft. x 27 ft., occupied by that department as a lecture room in common with the department of Bibliography, and the classes of Professor G. Frederick Wright. If the building were entirely given over to the uses of the Library it would still be necessary to use this room for lecture purposes, and it may therefore be left out of consideration. The remaining space consists of one Laboratory room 27 x 27, one work room of about the same dimensions, and one somewhat smaller room used at present as the office and work room of the Curator of the Museum. It does not seem possible for the department to remain in the building at all, and grant to the Library any of the room now occupied by it. Professor Wright has been most generous in making way for the Library from time to time as its necessities require and I cannot but hope that some friend of the College may speedily be found who will provide him a building worthy of the work he is doing. The space which he is occupying is so cut up as to be valuable only for book storage, and while, if it could be used by the Library, it might meet the growth in books for a number of years to come, it would not meet the problem which is quite as serious, perhaps more so, than that of book storage. I refer to the necessity of providing additional space for the use of readers.

Our reading room is 75 ft. x 38 ft. It was originally planned to provide for seventy-five readers. By placing the tables closer together and by narrowing the aisles, we have succeeded in providing space for one

hundred and twenty-five readers. This is more than can be comfortably housed in such a room, which is in addition used as the general delivery room of the building, and contains the desks of the Librarian and Reference Librarian.

The ventilation of the room is altogether inadequate for its purposes, nor is the size of the room suitable for the number of readers who are compelled to use it. In order to care for the number of readers we must seat, we can give to each reader a space less than thirty inches wide. It is inevitable that work done under such conditions of crowding is unsatisfactory.

It is evident therefore, that within a very short time, either an extensive addition must be provided to the present building, or a new building constructed for Library purposes. The present building is not old, and was admirably suited for its purpose at the time when it was constructed, but it is not a fire proof building, and it would be difficult to make an addition to it suited to its needs, and architecturally satisfactory. It seems to me, therefore, that it would be far wiser to endeavor to secure a new building and in securing it to make provision for the growth of the next twenty-five years. To construct such a building so as to admit of future additions and to make it absolutely fire-proof, will require a very considerable sum of money. \$125,000.00 is the least sum which will meet our present needs and if more could be used a far better result would be secured.

In passing from this subject, I would add that through the gift of a considerable number of donors, among whom I would especially mention Mr. E. A. West of the class of '43, and Mr. C. M. Hall of the class of 1885, it was possible during the summer to cover the floor of the reading room and the adjoining stacks with cork carpet, which has wonderfully reduced noise and increased the efficiency of the room.

A re-arrangement of shelves made it possible to shelve the current periodicals in the northeast alcove and to bring together again all the sections of the card catalogue.

The "reserved" books have been placed behind a railing, and those who use them are required to sign cards. This has practically done away with the difficulty of lost and mysteriously re-appearing "reserved" books.

All these changes have made the present reading room as comfortable as it can be under the present conditions, and the use made of it the present term gives evidence of the satisfaction of the student body in the changes.

Respectfully submitted,

AZARIAH S. ROOT.

# Report of the Dean of College Men

To the President:

Sir: The total enrollment of men in the College department for the past year was 279, divided as follows:

|                      |     |
|----------------------|-----|
| Post Graduates ..... | 10  |
| Seniors .....        | 53  |
| Juniors .....        | 50  |
| Sophomores .....     | 58  |
| Freshmen .....       | 94  |
| Specials .....       | 14  |
| Total .....          | 279 |

A marked increase is shown in the number of men in the Freshman class, the class for 1903-04 having nine more men than any preceding class.

We lost by death one member of the Freshman class during the year, Donald Horace McCray, of Waterford, Pa.

Three students in the same class were compelled to give up their work for the year on account of illness. In each case, including that of Mr. McCray, the illness was one of long standing and not the result of anything due to the College life or conditions.

Two Freshmen were compelled to give up the College work because of inability to meet our requirements in scholarship and class-room work.

From the three remaining classes one man was compelled to give up his work the latter part of the year because of sickness.

There have been no serious cases of discipline during the year. Those that have occurred have been individual in their nature and have been caused by offenses that did not in any way represent student sentiment.

There were two cases of suspension. One student was placed upon special probation for a year and another was advised not to return to Oberlin, the last case because of scholarship and general attitude.

My own work for the year has been largely directed toward gaining a personal acquaintance with all the men of the College. It seems necessary under our present arrangement of studies, when no single teacher comes in contact with the entire student body, that some officer of the College have such an acquaintance. The work of the Dean's office must

be largely personal in its nature and must depend for its success upon a thorough acquaintance with the College men.

The attitude of the men has been most cordial and kind. A gratifying spirit of response and a willingness to co-operate in any attempt to advance the interests of the College or of individuals has been shown. I believe that responsibility for college discipline should as far as possible be placed upon the students themselves, and I hope that it may soon be possible for the executive officers of the College to meet at certain times a representative number of the students, not alone to discuss problems of administration, but to in some measure share with them its responsibility. Such a group of students ought to represent the entire student body and should be persons chosen by the students themselves. I should suggest the class officers, the captains of the athletic teams, the representatives of the different College organizations, literary societies, debate teams, glee clubs, etc. To them might be added one or two from each class chosen to represent the students in such a conference.

I suggest as one matter in which we can more definitely enlist student aid, some form of the honor system in examination and recitation. I believe that it will be possible for us to place the responsibility for honest work upon the students and that they will safeguard it in a way that we cannot.

Such a conference as I have suggested will enable us to know student thought and sentiment and will give to the student body a sense of active participation in and responsibility for the successful administration of College legislation.

Respectfully submitted,

E. A. MILLER.

# Report of the Women's Department

To the President:

Sir: It devolves upon me to present the report of the Women's Department for the academic year 1903-04. But as I was not connected with this work last year, it is impossible to give any adequate account of what may have been done in this department.

The enrollment for the year was as follows:

|                     |     |
|---------------------|-----|
| College .....       | 354 |
| Academy .....       | 129 |
| Conservatory .....  | 482 |
| Art .....           | 22  |
| Summer School ..... | 20  |

The statistics, at the beginning of this year, show a still further increase of the college department in comparison with the others.

The problem of suitably housing the young women remains a serious one; but several new private boarding houses have been added to our list, and have made it possible to defer the ultimate solution. It is desirable to decrease the number and increase the size of these boarding houses, not only because it would greatly simplify the duties of supervision but also in order to provide more of the distinctive features of college life for our young women; and we are endeavoring to work toward this end in all changes made. In addition to the changes in these town houses, reference should be made to the departure of Mrs. Clark, who, after five years of efficient management at Baldwin Cottage, has gone to take charge of a similar house at Smith College. Her successor, Mrs. Robson, came to us, peculiarly fitted by her interest in Oberlin and her experience as the manager of our own Taylor Inn at Lodi, as well as earlier in a college dormitory, to take her place naturally and satisfactorily as matron of Baldwin Cottage. It is also a pleasure to express in this public way our great sense of loss in the absence of Mrs. Lord from Talcott Hall, and our gratitude for the long years of her life among us; during the four years since her retirement from the active service of the college, she has continued to make her home at Talcott Hall; and her unflinching loyalty to the college, her untiring spirit of helpfulness, her constant, eager interest in all the student life, and her gracious smile and genial presence will always be cherished among the richest memories of the hundreds of students whose lives hers has touched. We wish to assure her of the sincere loyalty of her college friends and extend our heartfelt wishes for many more years of the same joy in living and serving.

The student government principle is steadily gaining ground, not only in the larger houses but also in the Conservatory through the efficient work of their Student Board.

The opening of the Library evenings has proved a great assistance to the students of the upper classes, and the crowded condition of the Library indicates their appreciation of this privilege.

The reorganization of the Women's Department, entered upon at the Trustee Meeting last June, should be referred to here, although a full report of its workings cannot be looked for until another year. Instead of one dean, with two assistants, we have now three deans associated in the work. There is no diminution of responsibility and work, but rather an increase, since two of the three deans are now teaching; but the redistribution makes it possible more perfectly to adjust responsibility and authority to the actual knowledge of the needs of the individual women. The gain is perhaps most marked in the Academy, for these younger girls need more oversight and direction, and yet, as members of the smallest department, have had rather less care than the others. In the Conservatory it is also a decided advantage to have more authority in the hands of Mrs. Woodford, whose personal acquaintance with the women makes possible a wiser and more sympathetic administration than could be carried out in any other way. The College women have probably gained less than the others by this division of labor, for they have always laid the first claim to the sympathy and interest of the Dean.

There has been no difficulty as yet in securing unity in the administration. Frequent consultations are held; and no steps which might involve unforeseen consequences, are taken by any Dean without the approval of the others. To the Dean of College Women, as the Chairman of Deans, and of the Women's Board, belong the power of initiative, the responsibility for the general policy, and the representation of the Department when necessary.

To render our administration more efficient and more orderly, regular monthly meetings of the Women's Board have been arranged, although this body holds itself subject to special call, should any emergency arise. Monthly General Exercises for the young women have also been appointed by the Deans, the three departments meeting together or separately as may seem wise.

The spirit of loyalty and enthusiasm which seems to prevail among all the young women is an auspicious promise of good things.

Respectfully submitted,

FLORENCE M. FITCH.

*Dean of College and Graduate Women.*

# Report of the Dean of the Theological Seminary

To the President:

Sir: The work of the Dean for the year may be briefly reported as follows: It has consisted (1) in establishing relationships with the Congregational Colleges that are the natural feeders of Oberlin Seminary, and in addressing large conferences of College men where men likely to study for the ministry are found; (2) in serving as a kind of pastor and consulting friend for all the Seminary students; (3) in securing money for the student evangelization movement carried on by the students of the Seminary in the surrounding country; (4) in visiting fields where students are preaching and doing evangelistic work, in order to help them study the problems of their respective fields and secure from their work an experience that shall be a valuable part of their theological training as well as a great advantage to all this part of the state; (5) in drawing the alumni more closely about the Seminary. I have carried also the full amount of teaching in the New Testament chair and three hours per week of extra teaching in the College. This extra teaching is reduced the present semester to one hour.

I am convinced, even more fully than last year, that the Seminary is now confronted by the greatest opportunity in its history. Certain important changes that have been taking place during the past few years have conspired to produce this opportunity: College graduation is required for admission; genuinely post graduate work of a severe order is now being done, involving the abandonment of the lecture system and the adoption of something like the seminar plan of work; the old free beneficiary aid system has been abandoned and students are now given opportunity to earn their expenses by doing work of great educational value to them in the surrounding country, towns, and cities. As a result the Seminary has become very attractive to strong college men. This fall, when many Seminaries are either barely able to hold their own, or are decreasing in attendance, our Seminary has an increase in the three regular classes of 30 per cent. over the attendance of last year. The quality of the men is good. I have not known a time in the past twenty years of my connection with the Seminary when the average student was equal to the average student this fall. The men come from twenty different Col-

leges, situated in twelve states. There is in sight the nucleus of a large class to enter in the fall of 1905, and I do not see why the increase in attendance next year may not be fully as great as it is this year. We have come to a point of general excellence in our curriculum and methods of work where success depends upon a single circumstance, namely, offering to prospective students a chance to earn \$100 a year. The expense of a year here is only \$180, and the chance to earn \$100 during the year is sufficient to enable a man to see his way through. Some of our Congregational Seminaries have more money for this purpose than they know what to do with; we have almost nothing. Last year I felt strongly that the only thing that kept our attendance down was the fact that students who wished to come here could not afford to do so. Consequently I guaranteed to every prospective student who needed help a chance to earn \$100. The result has been the increase of 30 per cent. in attendance mentioned above. To meet this guarantee for the men now on the ground \$1,500 must be raised. Next year students will come in still greater numbers, and \$2,500 will probably be needed. If the Seminary can only be given this sum yearly for a few years, there is no reason why it will not speedily become the large influential Seminary its general excellence fits it to be.

The important need of the Seminary is therefore an endowment of \$50,000 for undergraduate scholarships, the income to be disbursed in return for work that shall be educationally valuable to the students, and that shall make the influence of the Seminary felt in all this region. The Seminary has not directly profited by the large additions made to the endowment of Oberlin College in recent years. Its plant stands as it has stood for many years. The time has therefore surely come for a distinctive Seminary movement that shall add \$100,000 to the Seminary's endowment—\$50,000 for scholarships and \$50,000 for development in other directions. To get this is no easy undertaking, for the ground has all been faithfully gone over in the canvass for College endowment. To do it will require a number of years. The burden that weighs heavily upon the Theological Seminary Faculty, and especially upon Professor Currier who has done so much of this work in the past, and upon me as Dean, is the burden of getting the \$2,000 to \$2,500 a year necessary to make things go while the endowment is being raised. I cannot endure the thought of seeing the Seminary's present opportunity slip away for lack of \$2,000 a year. If this sum can be provided, our present prosperity will continue, and it will be far easier to raise the endowment. Cannot the Board of Trustees do something in this emergency? The Faculty is doing what it can in appealing by correspondence to alumni and friends, but, as



I said above, this ground has been thoroughly worked in the recent College canvass and the efforts of the faculty are not sufficient. The appeal is not for the sake of the Seminary alone, but for the churches. Ten years from now the churches will find themselves without well trained ministers unless provision is now made for the education of theological students.

The Seminary has suffered the loss of Professor Julius Bewer, who, greatly to the regret of Faculty and students, left the chair of Old Testament Language and Literature at the expiration of his term of appointment in order to accept work in his alma mater, Union Seminary. Professor Kemper Fullerton has taken up the work left by Professor Bewer, and is already attaining here the success which so conspicuously marked his eleven years of service in Lane Seminary.

Respectfully submitted,

EDWARD I. BOSWORTH.

# Report of the Principal of Oberlin Academy

To the President :

Sir: The work of the school year 1903-04 may fairly be counted a success. The discouraging feature was the failure to hold the advance which had been made in numbers during the preceding year. This failure was keenly felt throughout the Academy. The new courses, however, proved successful and popular. The courses in Botany and Zoology had good numbers. The new courses in History attracted large classes.

The effort once more to maintain separate athletic teams in the Academy, was a satisfaction to the students, and aroused a good degree of interest among them. It has always been difficult to provide support for more than the one team, in the various branches of sport in Oberlin. In spite of earnest efforts, there was quite a deficit in the management of the Academy teams last year. It is hoped, however, that a better showing can be made for the coming year. There seems to be little doubt that the maintenance of these teams is a decided advantage to the Academy.

Since it does not seem possible to employ a regular advertising agent for the Academy, it has been the purpose of the Principal to accomplish all that he could, by means of advertising in the magazines, and by careful attention to all correspondence. The greater part of the summer was given up to this latter work. It is a satisfaction at the beginning of the year 1904-05, to be able to report a good degree of progress in the direction of securing larger numbers of students. For the present year, there has been a gain of about forty students over the number in attendance a year ago. There are at present 201 boys, and 124 girls enrolled in the regular courses of the Academy. Doubtless, the publication of the Academy catalogue has helped in some degree to swell the numbers. It is not easy to know just where or how to advertise. So far as inquiries concerning the Academy are concerned, the magazine that was most successful, brought us some thirty letters. Only three of these thirty students, however, are now registered in the Academy. Perhaps other publications would show a larger percentage of actual students, from the number to whom they brought some word of Oberlin.

Another interesting fact is that more and more, the students of the

Academy seem to return year after year and to continue their work much longer than they formerly did. Very few of the boys who were enrolled in the Academy last year, and who could reasonably have been expected to return this year, have failed to appear. The interest in Latin seems not to be decreasing, at least, in the earlier years of the course. Nearly 100 students have been enrolled in the beginning classes this year.

Another point of encouragement is the fact that we have been able to provide work for every boy who has come to Oberlin this fall, with the purpose of supporting himself in whole, or in part. For this success, we are very largely indebted to the Young Men's Christian Association, and to the General Secretary, Mr. J. E. Sprunger, who has been untiring in his efforts to help all students who are in need of aid. A large number of the new students belong to this class, and the beneficiary funds at the disposal of the Academy, have been drawn upon heavily, in order to give some aid to the large numbers.

The teachers of the Academy feel that they have gained not only in the number, but in the grade of students as well, and look forward to the work of the year with much interest and enthusiasm.

Last Commencement, for the first time, diplomas were granted to the students who completed the Academy course, and a class of thirty-five was graduated. The present prospect is, that a somewhat larger class will complete their work this year.

The boys' literary societies, which last year were given up, have been revived, and their work is taken up by the students with great enthusiasm. The girls' society is also beginning the year with good numbers.

It is the earnest hope of the Principal, that ways may be found to hold all that has been gained in every direction, and that a steady growth may continue from year to year.

Respectfully submitted,

JOHN FISHER PECK.

# Report of the Director of the Conservatory

To the President:

Sir: The most marked change to be noted in the equipment of the Conservatory since the last report is the remodeling of the concert hall, begun after commencement on plans furnished by Mr. A. B. Jennings, of New York, and now fast nearing completion. It provides a suitable alcove for the new organ, a stage large enough for a full orchestra, a convenient waiting room on the left of the stage, and will add about two hundred and fifty to the seating capacity of the audience room. A new system of ventilation and lighting is also provided for in these changes.

Our faculty remains essentially the same as last year. Mr. Lindquist and Mr. Horner return to their work after a year of study in Germany, and Mrs. F. G. Doolittle is absent for special study in Berlin.

Besides giving their services to any worthy object at home, the musical activities of our faculty outside of the regular work of the Conservatory are varied and extensive.

Professor Andrews has given 26 organ recitals, 21 of which were outside of Oberlin. He was honored by an invitation to give two recitals on the great organ in Festival Hall at St. Louis in June. He is the conductor of a large choral society in Akron, and has given with them three public concerts.

Three teachers hold important church positions in Cleveland: Mr. Harroun is director and tenor soloist in the Second Presbyterian Church; Mr. Upton is organist in the Calvary Presbyterian Church; Mr. Davis is organist in the Woodland Avenue Church. Mr. Lehmann directs a chorus choir in the Methodist Church in Elyria, and Mr. Alderfer is organist and director in the Congregational Church in Wellington.

Professor Kimball and Professor Andrews in the Second Church, and Professor Heacox and Professor Breckenridge in the First Church, are maintaining for us at home an ideal church service.

Professor Dickinson has been relieved of his work in piano for the year 1904-05 that he might write a text book on the History of Music, which will be published sometime during the year 1905.

Since definite literary requirements for the degree of Bachelor of

Music have been fixed, our best students are anxious to meet these requirements, and are planning early in their course to make up any deficiencies which may exist. Of 364 women classed in the Conservatory (not including children who live at home), four had the degree of A. B., 219 were graduates of high schools, and all but 18 had one or more years of high school training.

In addition to the almost countless recitals by students and teachers, our musical life has been enriched by the services of the following distinguished organizations and artists:

Pittsburgh Orchestra,  
Cincinnati Orchestra,  
Spiering Quartette.

#### PIANISTS

Mr. and Mrs. Alberto Jonas,  
Mr. E. R. Kroeger,  
Mr. Harold Bauer,  
Mr. Edward MacDowell,  
Mr. Alfred Reisenauer,  
Mr. Josef Hofman.

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Miss Maria Nichols, Violinist.  
Mr. Alexander Guilmant, Organist.

#### VOCALISTS

Mr. Vernon d'Arnalle,  
Miss Marguerite Hall,  
Mrs. S. C. Ford,  
Mr. Herbert Witherspoon,  
Mrs. Corrinne Kelsey,  
Mr. Emilio de Gogorza,  
Miss Jessica de Wolf,  
Miss Mary Louise Clary,  
Mr. Carl Dufft,  
Mrs. Elizabeth Blodgett,  
Miss Shanna Cuming,  
Miss Grace Missick,  
Mr. George Hamlin,  
Mr. Gwilym Miles.

An organization of young women known as the Student Board of the Conservatory is proving very useful in helping to maintain a high standard of law and good order. It consists of sixteen women elected by the Conservatory students, whose helpfulness to the Director, the Dean, and

to all new students is invaluable. A similar organization of young men has been formed for the same service.

The following tables show a growth in all departments of our work.

*Table showing the number of students during the past year:*

|                    | Women | Men | Total |
|--------------------|-------|-----|-------|
| Fall, 1903 .....   | 446   | 108 | 554   |
| Winter, 1904 ..... | 470   | 117 | 587   |
| Spring, 1904 ..... | 382   | 92  | 474   |

*Table showing the number of students in both Conservatory and other departments:*

|                    | Conservatory and other departments | Classed Conservatory | Classed elsewhere | Conservatory alone |
|--------------------|------------------------------------|----------------------|-------------------|--------------------|
| Fall, 1903 .....   | 171                                | 458                  | 96                | 383                |
| Winter, 1904 ..... | 170                                | 482                  | 105               | 417                |
| Spring, 1904 ..... | 127                                | 371                  | 103               | 347                |

*Table showing the branches taught, with the number of students in each:*

|  | Fall 1903 | Winter 1904 | Spring 1904 |
|--|-----------|-------------|-------------|
| Harmony .....                            | 254       | 210         | 133         |
| Counterpoint, Canon and Fugue .....      | 12        | 7           | 6           |
| Composition .....                        | 3         | 6           | 7           |
| Harmonic Analysis and Musical Form ..... | 19        | 21          | 24          |
| Ear Training .....                       | 39        | 97          | 65          |
| History of Music .....                   | 69        | 82          | 67          |
| Pianoforte .....                         | 451       | 462         | 377         |
| Organ .....                              | 70        | 75          | 68          |
| Singing .....                            | 280       | 284         | 237         |
| Violin, 'Cello and Double Bass .....     | 54        | 51          | 47          |
| Wind instruments .....                   | 3         | 4           | 1           |
| Public School Music Instruction .....    | 9         | 38          | 28          |
| Choral Class .....                       | 105       | 127         | 65          |

Respectfully submitted,

C. W. MORRISON.

# Report of the Chairman of the Summer School

To the President:

Sir: I offer the following report of the Summer School of 1904:

The school was in session from June 23 to August 12; and this, by teaching three Mondays and with the omission of July 4, gave 39 recitations for full courses.

The Registration List and the Entertainment List will show the teachers and the lecturers by whose co-operation the school was made a success. The Registration List also shows that 21 courses were given in College subjects, four in Academy subjects, and five in Normal subjects. Of the 21 College courses, 14 were taught by Professors of the College Faculty, three by a Professor from another institution, three by Oberlin Academy teachers, and one by a College Assistant. The three classes taught by Academy teachers were open to Academy students and might be counted as Academy work. Five of the College courses, one of which was taught by the College Assistant but the other four by the regular College Professors, were required studies. This leaves ten College courses (elective), taught by Oberlin Professors, three more offered by a Professor in another College, and three taught by Academy teachers and reckoned either as College or Academy electives. In addition to these three classes, four purely Academy classes were taught by two Oberlin Professors and an Oberlin High School teacher. Five Normal courses were organized, of which two were taught by the Superintendent of the Oberlin schools, two by Fellows of the Teachers' College of Columbia University, and one by a former teacher in the Geneseo (N. Y.) Normal School.

The number of pupils registered was 117, a considerable advance upon the attendance in any recent summer. Of this number 12 might be fairly well reckoned as pursuing Academy studies, while 20 more, who were students in the Academy or new students pursuing studies of Academy grade, such as the elementary work in Modern Languages, might raise the total of students pursuing Academy courses to 32. Eleven students

seem to have been attracted almost exclusively by the Normal courses. This leaves 74 students pursuing regular College work. It is notable that 14 of these were Graduate students, while six more were completing their work for the A. B. degree. It is plain that the presence of so many advanced students greatly raised the scholarly level of many classes. Including most of these graduates and most of the Normal students, I make out a list of 50 names which I do not find in the College Catalogue for 1903-04. The Academy classes have hardly paid for themselves, and yet I think it would be good policy to keep up about as many courses as were offered the last summer as long as we are able to make the school as a whole pay expenses. The Normal courses also did not pay expenses; but the attendance was fully as large as it was reasonable to expect the first summer such courses were offered. It seemed at one time that the attendance would be much larger,—large enough to more than meet the expenses of these courses. Possibly a second summer would draw this larger attendance; and as this plan affords us our only present opportunity for direct contact with the public schools, I trust the experiment will be longer continued. We were compelled to draw upon the Trustees' Guaranty Fund for one-half the expenses of these courses the past summer, amounting to about \$112.

The only other novel feature of the past summer was the doubling of the number of public lectures and entertainments. As will be seen from the accompanying list of entertainments, two were given each week on Tuesday and Friday afternoons, the whole series amounting to fourteen entertainments. The lecturers and musicians gave their services without cost to the school; but I think that the entertainments were considered very instructive and of a high order of excellence. The attendance was encouraging on the part of the citizens of the village, but only a small fraction of the members of the school attended any but the musical entertainments. This fact has led some of the teachers to question the wisdom of attempting so many entertainments in future summers; but my own judgment is still that on the whole they made up a part of the program of the school that was attractive, valuable and of a nature so helpful that it would be a mistake to lessen the number, so long as we are able to maintain the standard of the past summer in point of interest and value. Possibly it might be a help to this end if a small sum were charged to every one for a course ticket. If the students of the school paid something for the privilege of attendance, they might attend in larger numbers, and some very slight recompense might be made to the lecturers and musicians for their generous offering of service.

I fear that there is a growing disinclination on the part of the regular



Professors of the College and Seminary to take part in the labors of the Summer School. In many cases a proper regard for health makes such participation out of the question; but it seems to me plain that the school must continue for the simple necessity of affording to our irregular students an opportunity to secure regular standing with their classes. If it must continue, it seems wise to strive to make the school the best possible in our present circumstances; and that means that every College teacher who can do so, should take his part in its support.

### Registration for the Summer School of 1904

| College Courses                             | Teacher                            | Men | Women | Total |
|---|------------------------------------|-----|-------|-------|
| Chemistry.....                              | Mr. Chapin .....                   | 7   | 5     | 12    |
| Shakespeare .....                           | Professor Chase .....              | 10  | 13    | 23    |
| Revolution in English Literature....        | Professor Chase ....               | 4   | 14    | 18    |
| Old English Grammar.....                    | Professor Chase ....               | 1   | 1     | 2     |
| Economics .....                             | Professor Bogart .....             | 7   | 8     | 15    |
| Economic History of United States..         | Professor Bogart ...               | 3   | 4     | 7     |
| Ethics .....                                | Professor MacLennan                | 6   | 4     | 10    |
| French I. and II.....                       | Mrs. Cowdery.....                  | 4   | 9     | 13    |
| German I and II.....                        | Mrs. Swing .....                   | 7   | 5     | 12    |
| German III.....                             | Mrs. Swing .....                   | 1   | 5     | 6     |
| Government in England.....                  | Professor Hall .....               | 2   | 2     | 4     |
| American History .....                      | Professor Hall .....               | 5   | 7     | 12    |
| English History .....                       | Professor Hall .....               | 5   | 6     | 11    |
| College Latin (Vergil).....                 | Professor Cole .....               | 1   | 4     | 5     |
| Roman Antiquities .....                     | Professor Cole .....               | 6   | 4     | 10    |
| Trigonometry.....                           | Professor Cairns.....              | 2   | 2     | 4     |
| Analytical Geometry.....                    | Professor Cairns....               | 2   | 2     | 4     |
| Hist. of Education .....                    | Professor MacLennan                | 3   | 7     | 10    |
| School Organization and Administration..... | Professor MacLennan                | 4   | 3     | 7     |
| Psychology .....                            | Professor MacLennan                | 12  | 5     | 17    |
| Sociology .....                             | Professor Bogart ...               | 8   | 7     | 15    |
| <b>Academy Courses</b>                      |                                    |     |       |       |
| Latin I. and II.....                        | Professor Cole .....               | 2   | 3     | 5     |
| Latin III. and IV. (Cæsar).....             | Professor Cole .....               | 3   | 0     | 3     |
| Algebra .....                               | Professor Cairns ...               | 2   | 3     | 5     |
| Eng. Literature .....                       | Miss Ward .....                    | 1   | 5     | 6     |
| <b>Normal Courses</b>                       |                                    |     |       |       |
| Elementary Methods .....                    | Mr. Marker and<br>Mr. Meriam ..... | 0   | 7     | 7     |
| Geography and Nature Study.....             | Mr. Marker and<br>Mr. Meriam ..... | 1   | 8     | 9     |
| Arithmetic .....                            | Mr. Nye .....                      | 0   | 8     | 8     |
| English Grammar .....                       | Mr. Nye .....                      | 0   | 7     | 7     |
| Normal Art. ....                            | Mrs. Lauderdale ...                | 0   | 3     | 3     |
| Total .....                                 |                                    | 109 | 161   | 270   |

Mr. Meriam laid out the work for the two courses in Elementary Methods, and Geography and Nature Study; but for good reasons he sent Mr. Marker as his substitute in the teaching of them. Then Mr. Marker, after six weeks of teaching, for equally good reasons, turned the teaching for the last week over to Mr. Meriam.

### Lectures and Entertainments, Summer School, 1904

- June 24. Professor E. L. Bogart. Socialism.  
June 28. Professor A. S. Root. Gutenberg and the Invention of Printing.  
July 1. Dr. J. W. Bradshaw. Some Aspects of the U. S. Civil Service.  
July 5. Professor A. A. F. Johnston. Secrets of the Teacher's Success.  
July 8. Mrs. Mary H. Hunt. The March of Liberty.  
July 12. Professor S. F. MacLennan. A Trip into the Canadian Wilderness.  
July 15. Professor G. W. Andrews. Organ Recital.  
July 19. Professor G. F. Wright. The Russo-Japanese War.  
July 22. Mrs. L. H. Sweet and Mr. H. Harroun. Piano and Vocal Recital.  
July 26. Professor F. H. Chase. Beginnings of the English Bible.  
July 29. Mr. G. E. Marker. Training of the Boy.  
Aug. 2. Rev. G. D. Wilder. The U. S. Monetary Commission in China.  
Aug. 5. Professor J. A. Bewer. Babylonian Archæology and its Relations to the Old Testament.  
Aug. 9. Dr. H. M. Tenney. Educational Value of Mediterranean Travel.

Respectfully submitted,

L. B. HALL.

# Report of the Director of the Men's Gymnasium

To the President:

Sir: The receipts and expenditures of the gymnasium for 1903-04 were as follows:

## RECEIPTS

|  |                   |
|--|-------------------|
| From term bills of men in the College, Academy, and Conservatory ..... | \$908 50          |
| From other fees.....   | 187 75            |
| From rental .....  | 72 79             |
| From interest on endowment (\$5,000).....                              | 225 00            |
| Miscellaneous .....  | 11 08             |
| <b>Total .....</b>   | <b>\$1,405 12</b> |

## EXPENDITURES

|  |                   |
|--|-------------------|
| Teaching (Director's salary not included)..... | \$1,320 00        |
| Clerk hire .....                               | 23 70             |
| Stationery and printing .....                  | 13 40             |
| Janitor (ten months) and assistance .....      | 404 53            |
| Custodian .....                                | 87 30             |
| Fuel .....                                     | 609 27            |
| Lights .....                                   | 143 30            |
| Water .....                                    | 237 15            |
| Supplies and repairs .....                     | 291 86            |
| Insurance .....                                | 38 98             |
| Telephone .....                                | 15 00             |
| Special appropriation for new lockers.....     | 108 00            |
| Miscellaneous .....                            | 47 63             |
| <b>Total .....</b>                             | <b>\$3,340 12</b> |

|                                  | Estimated  | Actual     |
|----------------------------------|------------|------------|
| Expenditures, 1903-04.....       | \$2,925 00 | \$3,340 12 |
| Income, 1903-04.....             | 1,240 00   | 1,405 12   |
| Drawn from University funds..... | \$1,685 00 | \$1,935 00 |

The excess of actual over estimated expenses was due to an increase

of \$50 in the janitor's salary, approved by the Prudential Committee at the beginning of the year, to an item of \$42 overlooked by the general contractor when his bill was presented for payment in 1901, and to the unexpectedly large sum required for fuel and for supplies and repairs. These more than counter-balanced a decrease of \$100 in the amount actually expended for other items and an increase of \$165 in receipts. The budget for the current year allows an expenditure of \$3,437, including a special appropriation of \$340 for a felt and canvas running track in the gallery, with an estimated income of \$1,375.

The men who made use of the gymnasium in 1903-04 were distributed as follows:

| The College—                  | No. in College | No. using gymnasium | In credit courses | In other classes | Not taking class work |
|-------------------------------|----------------|---------------------|-------------------|------------------|-----------------------|
| Graduates .....               | 10             | 1                   | ..                | ..               | 1                     |
| Seniors .....                 | 53             | 41                  | 8                 | 9                | 24                    |
| Juniors .....                 | 50             | 47                  | 14                | 6                | 27                    |
| Sophomores .....              | 58             | 55                  | 28                | 9                | 18                    |
| Freshmen .....                | 94             | 90                  | 39                | 30               | 21                    |
| Specials .....                | 14             | 13                  | 3                 | 4                | 6                     |
| Total College.....            | 279            | 247                 | 92                | 58               | 97                    |
| The Theological Seminary..... | 36             | 27                  | ..                | 21               | 6                     |
| The Academy .....             | 176            | 161                 | 1                 | 140              | 20                    |
| The Conservatory of Music.... | 97             | 52                  | ..                | 46               | 6                     |
| Total, all departments....    | 588            | 487                 | 93                | 265              | 129                   |
| Members of the Faculty.....   | ..             | 21                  | 3                 | ..               | 18                    |
| High School .....             | ..             | 19                  | ..                | 19               | ..                    |
| Business College .....        | ..             | 19                  | ..                | 19               | ..                    |
| Citizens .....                | ..             | 5                   | ..                | 4                | 1                     |
| Grand totals.....             | ...            | 551                 | 96                | 307              | 148                   |

These figures show that 82.8 per cent. of the men in all departments made use of the gymnasium, and 91.8 per cent. of the undergraduates in the College department. The corresponding percentages last year were 82 and 88.9. Ninety-two College undergraduates, or 34.2 per cent. of the whole number, were enrolled in the credit courses. Two hundred and six new students received physical examinations, each lasting forty minutes, and 39 old students were re-examined, besides the large number of candidates for the different varsity and Academy teams who were given partial examinations, in accordance with our practice, to determine their physical fitness to engage in intercollegiate or interscholastic contests.

The teachers in the gymnasium were Mr. Edwin Fauver, Instructor in Physical Training; Mr. Earl F. Adams, Instructor in Physics; Mr. Seeley K. Tompkins, Tutor in Declamation, and Mr. Dudley B. Reed, Tutor in History. Classes were organized as follows:

8:30 on Tuesday, Thursday, and Saturday—A credit course intended for College students only, and running through the entire year. Taught by Mr. Fauver.

10:30 daily, except on Mondays—Open to students in all departments during twenty weeks of the year, i. e., November 9-December 19, January 11-March 26, and April 11-30. Taught by Mr. Fauver.

2:00 on Monday, Wednesday, and Friday—A credit course similar to that at 8:30, intended for College students only, and running through the entire year. Taught by Mr. Fauver.

3:00 on Monday, Wednesday, and Friday—An advanced credit course intended for College students who have completed one year's work in the 8:30 or 2 o'clock classes. Runs through the entire year. Taught by the Director.

3:00 daily, throughout the year, except on Saturdays—Open to students in all departments. Two independent classes, one elementary and one advanced, were conducted at this hour during the twenty weeks specified under the 10:30 hour. Taught by Mr. Adams and Mr. Tompkins.

4:00 daily, throughout the year, except on Saturdays—Open to students in all departments. Two independent classes, one elementary and one advanced, were conducted at this hour during the twenty weeks specified under the 10:30 hour. Taught by Mr. Adams and Mr. Tompkins.

7:30 p. m. daily, throughout the fall and winter terms, except on Saturdays—Open to students in all departments, and similar to the class at 10:30. Taught by Mr. Reed.

Students in the Academy were assigned to some one of the classes coming at 10:30, 3:00, 4:00, and 7:30, and were required to attend at least three times a week during the twenty weeks mentioned. In the late fall and winter there was basket ball practice daily between 6:30 and 7:30 p. m. by the varsity and Academy teams, and between 1:00 and 2:00 o'clock daily by the teams of the four College classes. The gymnasium was also open for general use at 7:30 and 9:30 daily, 2:00 o'clock on Tuesdays and Thursdays, from 2:00 until 5:00 on Saturday afternoons, and between 8:30 and 10:30 on Monday mornings. It was closed on Saturday evenings. The cage was open for indoor practice in baseball, and both basement rooms for handball games, throughout the entire day.

In the winter term of 1899-1900, the term immediately preceding the announcement of Dr. and Mrs. Warner's gift of the new building, out of

a total of 508 men in all departments of the College only 160 were enrolled in classes in the old gymnasium. Of this number 117 were Academy students, required to attend, 36 belonged in the College department, and the remaining 7 were in the Conservatory of Music. In 1901-02, the first year in the new building, 374 out of the 501 men enrolled in all departments made use of the gymnasium; in 1902-03 the number increased to 449, out of a total of 545, and last year to 487 in a total of 588. At the present time more than half of the students who frequent the gymnasium belong to the College department, and the regular classes contain more College than Academy men, although there is no rule requiring the former to attend.

Since the erection of Warner Gymnasium there has also been a noticeable increase in the number of men who take their exercise in the form of athletic sports. Mr. Fauver submits the following, as a conservative estimate of the numbers engaged in the chief sports with some degree of system and regularity during 1903-04:

|                           | Varsity<br>team | Academy<br>team | Class<br>teams | Unclassi-<br>fied | Total |
|---------------------------|-----------------|-----------------|----------------|-------------------|-------|
| Football (fall).....      | 20              | 25              | 60             | 12                | 117   |
| Basket ball (winter)....  | 10              | 10              | 40             | 20                | 80    |
| Baseball (spring).....    | 15              | 15              | 48             | 20                | 98    |
| Track athletics (spring). | 30              | ..              | ..             | ..                | 30    |

The varsity and Academy teams spend about an hour and a half daily in practice, in the case of football and baseball, and one hour four times a week for basket ball. The track men practice one hour a day, as a rule. On the class teams practice is less regular and frequent, and least of all in football, where it would be most desirable. This table does not include the considerable number of men who appeared occasionally on the athletic fields for exercise, or as candidates for the regular teams. The local tennis tournament, in which 30 took part in the spring, should also be mentioned.

The covering of felt and canvas for the running track, for which \$340 was appropriated last year, has given all the satisfaction expected, and is in almost constant use.

The time has now arrived when much more extensive additions are demanded. We need room for several hundred more lockers, a special dressing room for men on the athletic teams, together with accommodations for visiting teams, and more floor space for class work and games—a condition which will be met when the north end, as originally planned, is added to the gymnasium. Although twenty-seven new lockers were set up a year ago, filling all the space at present available, there are already

one hundred more men than lockers in the building, and it has therefore become necessary in many cases to assign two students to a single locker. The men composing the various athletic teams, and all who practice with them, return from the field at the hour when the gymnasium is most crowded with other students, and they cannot use the baths or secure space in the shower-room for rubbing benches without seriously discommoding the regular users of the building. Special quarters in the basement of the north addition, including lockers and showers, with direct entrance from outside, would relieve this pressure, promote cleanliness in the general dressing room, and insure proper attention to the members of our own and visiting teams. The basement would also contain a special room for boxing, wrestling, and fencing, and this is already needed. On the first floor there would be a large class room, used also as the permanent trophy room, and an additional dressing room with space for two hundred lockers. On the floor above a small hall, 65 by 40 feet, and one story in height, would give another room for class exercises—at present two, and even three, independent classes must be conducted on the main floor at the same time during the crowded afternoon hours—and it would allow basket ball and other games to be played at almost any hour in the day without interference with classes. Increased facilities for recreative exercise indoors are particularly desirable in the case of older students, and teachers in the various departments, for whose needs adequate provision is now impossible. Above the small hall, and utilizing the north slant of the skylight, a group of photographic rooms would be fitted up, enabling the department to secure valuable records of interesting and typical cases seen in the examining room, and thus furnishing the illustrative material required for lectures and demonstrations. The estimated cost of these additions, with equipment, is \$25,000.

The General Faculty at a recent meeting approved the recommendation of the Committee on Men's Gymnasium that beginning with the next College year the Teachers' Course in Physical Training be extended to include men as well as women, and that the term bills for the second semester of the senior year, in the case of such men as elect the course, be set aside for use in developing this work. For some years there has been a growing demand for graduates able to take charge of physical training in smaller colleges, private schools, academies and high schools, Young Men's Christian Associations, gymnasia connected with institutional churches, and the like. Occasionally it has been possible to meet requests of this nature by recommending some one from the corps of student-teachers formerly trained and employed in our own gymnasium; but now that the staff of instruction has been enlarged and made more

permanent in character it becomes the duty of the College to rise to the opportunity, and to offer more complete and systematic preparation to prospective workers in this field. According to the plan proposed, those who enroll themselves for the course will elect, in addition to the work required of all candidates for a degree, certain general scientific courses in their freshman and sophomore years, and in the junior and senior years, besides the course in human anatomy now offered, four hours of work each semester in special courses, some of them already given to women in the Teachers' Course. Upon graduation such students will receive the diploma of the Teachers' Course, together with the usual bachelor's degree.

Respectfully submitted,

FRED EUGENE LEONARD.



# Report of the Director of the Women's Gymnasium

To the President:

Sir: The women in attendance at the Gymnasium were distributed as follows:

|   |     |
|---|-----|
| Graduates .....   | 1   |
| Seniors .....   | 17  |
| Juniors .....   | 24  |
| Sophomores .....  | 32  |
| Freshmen .....  | 59  |
| Specials .....  | 7   |
| <hr/>   |     |
| Total .....   | 140 |
| College students electing Academy classes..               | 25  |
| Academy students for whom the work is re-<br>quired ..... | 77  |
| Conservatory students electing the work..                 | 109 |
| Art students electing the work.....                       | 3   |
| High School and Public School.....                        | 4   |
| Citizens .....  | 2   |
| <hr/>   |     |
| Total in all departments.....                             | 360 |

Three hundred and sixty is a small number compared with the 1,000 women enrolled in the College, but it is all that can be accommodated in the present building. Many are turned away every term for lack of room.

Physical examinations were given to 224 new students, and 94 old students were re-examined. In addition partial examinations were given to the members of the basket ball teams before they were allowed to play.

The Women's Gymnasium and Field Association was organized in January, its object being first, to promote interest in the Gymnasium, and out-of-door sports as a means of securing the recreation, physical development and health of its members; second, to provide and equip a suitable field for out-door recreation. Its membership was divided into three classes—charter life members, paying \$10.00; resident members, paying \$5.00; and year members, paying \$1.00. There were 57 members of the first, 40 of the second, and 95 of the third class, making a total membership of 192. One of the events of the Association was a skating

contest on the Rockefeller Skating Floor. This was greatly enjoyed by the students and will be made a yearly event. The skating season the last year was unusually long and in addition to the usual skating, twenty evening parties were given. In the spring the Association took charge of the out-door basket ball games and contests, also fitted up three tennis courts, at a cost of about \$100.00, and this fall has held a tennis tournament.

By throwing the hall and several of the small rooms on the second floor of the gymnasium into one, space was made for eighty additional lockers, thereby nearly doing away with the necessity for having two persons use the same locker. A much needed study room was also gained for the students of the Physical Training course. The electric lights are a great convenience to the late afternoon classes, and save much time and labor formerly spent in caring for and lighting kerosene lamps.

The advancement of Miss Wickwire from the position of teacher, to that of instructor, was a gratifying evidence of the appreciation by the Trustees of her faithful and valuable work.

The director was chosen a charter member of the American Society for Research in Physical Education and attended its first meeting in Boston in April. During July she took courses in Orthopedics in the Harvard Medical School.

The health record of the past year was not so good as usual. There were fewer cases of serious illness, but colds, gripe, and measles were unusually prevalent.

#### TEACHERS' COURSE IN PHYSICAL TRAINING

The receipts and expenditures of the term bills of the seniors in the Teachers' Course in Physical Training, were as follows:

| RECEIPTS  |                 |
|---|-----------------|
| From term bills .....                             | \$450.00        |
| Private pupil .....                               | 37.00           |
| Total receipts .....                              | <u>\$487.00</u> |
| EXPENDITURES                                      |                 |
| Teaching .....                                    | \$167.40        |
| Books and periodicals .....                       | 48.13           |
| Apparatus .....                                   | 33.55           |
| Exhibit for St. Louis Fair.....                   | 23.38           |
| Printing, postage and express.....                | 7.27            |
| Remodeling to make room for a study<br>room ..... | 61.67           |
| Furnishing study room.....                        | 33.15           |
| Music .....                                       | <u>9.80</u>     |
| Total expenditure .....                           | <u>\$384.35</u> |

The number of students in this course in 1903-04 was distributed as follows:

|                  |    |
|------------------|----|
| Seniors .....    | 6  |
| Juniors .....    | 7  |
| Sophomores ..... | 11 |
| Freshmen .....   | 16 |
| Total .....      | 40 |

A comparison of the total enrollment in this course for the last four years shows the rapid increase in numbers.

|                                    |    |
|------------------------------------|----|
| Number of students in 1900-01..... | 1  |
| " " " " 1901-02.....               | 18 |
| " " " " 1902-03.....               | 27 |
| " " " " 1903-04.....               | 40 |

The Freshman class of this year numbers eighteen, and five (four of whom come from other Colleges) have been added to the present Sophomore Class.

We have accommodations for these larger classes in the first three years of the course, but we could not provide them during the Senior year with practice teaching in the present small Gymnasium. The future must be looked in the face and it will be necessary either to limit the number admitted to this course, or to have a larger building, giving us the needed space for additional classes.

During the fall a local society of the American Physical Education Association was formed. Its membership consists of the special teachers and the Seniors of the Physical Training course, and of the teachers in the Men's Gymnasium.

At the urgent request of those in charge of the department of Physical Training at the St. Louis Exposition, an exhibit was prepared and forwarded.

In May the Seniors of the Physical Training Course gave an exhibition in the Men's Gymnasium for the benefit of the fund for the Recreation Field.

To give more opportunity for practice teaching, Gymnastics have again been introduced into the Grammar grades of the public schools, and placed under the charge of Miss Lora D. Fowler, a graduate of the two years' course in Physical Training, who is now completing her College course. By a special vote of the Prudential Committee, a scholarship has been granted to Miss Fowler for her supervision of this public school work.

Dr. Runyon after a year's study abroad resumed her work again the last year. Mr. Edwin Fauver was added to the list of special teachers,

and his lecture course on the history of out-door sports proved a valuable addition to the work.

Dr. Leonard now has charge of the classes in fencing which were formerly taught by Dr. Karl Zapp of Cleveland.

Respectfully submitted,  
DELPHINE HANNA.

# Report of the Superintendent of Buildings and Grounds

To the President:

Sir: Since my last report, the College has purchased the residence property on the south side of West Lorain street owned by E. P. Johnson. This, with the adjacent property previously purchased, assures a site for a College building west of the Chapel.

The Finney house has been dismantled and part of it removed and the rest will be torn down this winter preparatory to beginning work on the Chapel in the spring.

Extensive alterations and repairs were made in the Lincoln house, immediately north of Peters Hall, to fit it for the use of the Botanical Department formerly occupying the Finney house. This building provides two large general laboratories, a private laboratory, Professor's study, rooms for the Herbarium, chemical room, work room, etc. In some respects this building is better adapted for the work of this department than the old one.

Provision for stereopticon lectures having been made in Sturges Hall, the platform and seats in Bradley Auditorium on the third floor of Peters Hall were removed and the room fitted up for the use of the College Museum, most of which has been moved from the Library building. This makes possible a better display of this material than was possible in the latter building owing to the crowding caused by the growth of the library. The space thus vacated has been filled with bookshelves which will partially relieve for a short time the crowded condition of the Library building. The installation there of a very complete system of electric lighting and the laying of a cork carpet in the reading room have greatly increased the efficiency of this building. However, as more students are attracted to it, the reading room is more crowded than ever, and additional space for this purpose must be used if the students are to continue to do their best work.

Electric lights, replacing the unsatisfactory oil lamps, have been placed in the Women's Gymnasium. Alterations made on the second floor have increased the capacity of the locker room. This building is entirely inadequate to the needs of the Women's Department.

The Powers house still serves as an office building. Several more excrescences have been added to it this year in an effort to make this service somewhat more equal to the actual needs. A vault and another work room have been added to the Secretary's office and the Principal of the Academy has a much needed waiting room. The replacing of the worn out furnace with one of those saved from the Chapel will, it is hoped, furnish relief from the lack of warmth during last winter.

The audience room in Sturges Hall has been redecorated and is now used as a recitation room.

The central heating plant, furnishing heat to nine of the College buildings and the Straus Block, went into operation in November of last year. A very much better service was given than was possible with the old individual plants. Such minor defects in the system as were made apparent the first year have been remedied.

Any very extensive treatment of the trees on the College grounds, though greatly needed, seems impossible at this time; I must call attention, however, to the necessity for immediate care of certain trees where overcrowding and disease are causing great damage.

The close proximity to several of the College buildings of old wooden buildings is greatly to be regretted. The proper setting for the College buildings cannot be secured as long as these remain and the completion of the Chapel will but emphasize this defect. I would recommend the removal of the house and barn back of Peters Hall and the extension of the lawns of Peters Hall and Warner Gymnasium in this direction. If possible arrangements should be made with the owners for the removal of the old barn and sheds at the south end of Warner Gymnasium.

Respectfully submitted,

C. P. DOOLITTLE.



# Statistics of Instruction

Year of 1903-04

The schedule numbers in the following tables refer to the courses as described in the catalogue for 1902-03.

In science courses the hours of instruction spent by the teacher in laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular recitation.

## I. The College

| Name of Teacher | Schedule Number | Description of Course   | I. SEMESTER            |              |                | II. SEMESTER           |              |                |
|-----------------|-----------------|-------------------------|------------------------|--------------|----------------|------------------------|--------------|----------------|
|                 |                 |                         | Teaching hrs. per week | Students Men | Students Women | Teaching hrs. per week | Students Men | Students Women |
| ANATOMY         |                 |                         | L 1                    |              |                |                        |              |                |
| Leonard.....    |                 | Human Anatomy.....      | R 1                    | 5            | 8              |                        |              |                |
| ASTRONOMY       |                 |                         | L 2                    |              |                | L 2                    |              |                |
| St. John.....   | 1- 2            | General Astronomy.....  | R 2                    | 5            | 5              | R 2                    | 4            | 4              |
| BIBLE           |                 |                         |                        |              |                |                        |              |                |
| { King ..       | 9-10            | Sen. Bible.....         | 2                      | 53           | 53             | 2                      | 53           | 53             |
| Bosworth.....   | 5               | Freshman Bible.....     | 2                      | 91           | 153            |                        |              |                |
| Bosworth.....   | 16              | Greek Testament.....    |                        |              |                | 2                      | 2            | 4              |
|                 |                 |                         |                        | 144          | 206            |                        | 55           | 57             |
| BIBLIOGRAPHY    |                 |                         |                        |              |                |                        |              |                |
| Root .....      | 2               | Use of Libraries .....  |                        |              |                | 2                      | 7            | 12             |
| " .....         | 4               | Illus. of Books.....    |                        |              |                | 2                      | 4            | 20             |
| " .....         | 3               | Hist. Printed Book..... | 2                      | 3            | 15             |                        |              |                |
|                 |                 |                         |                        | 3            | 15             |                        | 11           | 32             |



| Name of Teacher                | Schedule Number | Description of Course      | I. SEMESTER            |          |       | II. SEMESTER           |          |       |
|--------------------------------|-----------------|----------------------------|------------------------|----------|-------|------------------------|----------|-------|
|                                |                 |                            | Teaching hrs. per week | Students |       | Teaching hrs. per week | Students |       |
|                                |                 |                            |                        | Men      | Women |                        | Men      | Women |
| <b>BOTANY</b>                  |                 |                            | L 20                   |          |       | L 16                   |          |       |
| Grover..                       | 1-2             | Elementary Botany....      | R 2                    | 8        | 17    | R 2                    | 8        | 16    |
| "                              | 3               | Organic Evo.....           | R 3                    | 1        | 2     |                        |          |       |
| "                              | 4               | General Ecology.....       |                        |          |       | L 8                    |          |       |
| "                              | 6               | Dendrology.....            |                        |          |       | R 2                    | 5        | 11    |
| "                              | 7-8             | Class. Flow'ing Plants..   | L 6                    |          |       | L 16                   |          |       |
| "                              | 7-8             | Class. Flow'ing Plants..   | R 0                    | 1        | 2     | R 2                    | 26       | 28    |
| "                              | 9-10            | Class. Algæ .....          | L 4                    |          |       | L 4                    |          |       |
| "                              | 9-10            | Class. Algæ .....          | R 0                    | 1        | 1     | R 0                    | 0        | 2     |
|                                |                 |                            |                        |          |       | L 1                    |          |       |
|                                |                 |                            |                        |          |       | R 0                    | 2        | 0     |
|                                |                 |                            |                        | 11       | 22    |                        | 41       | 57    |
| <b>CHEMISTRY</b>               |                 |                            | L 35                   |          |       |                        |          |       |
| { Jewett & Taylor ...          | 1               | Inorganic (2 lab. sec.)... | R 3                    | 70       | 84    |                        |          |       |
| { Taylor & Chapin...           | 2               | Qual. Analysis.....        |                        |          |       | L 35                   |          |       |
| { Jewett & Taylor ...          | 3-4             | Quant. Analysis.....       | L 20                   |          |       | R 2                    | 55       | 26    |
|                                | 3-4             | Quant. Analysis.....       | R 0                    | 21       | 8     | L 10                   |          |       |
| Jewett.....                    |                 | Quant. Anal. (adv'ced)     | L 6                    |          |       | R 0                    | 10       | 3     |
| "                              |                 | Organic.....               | R 0                    | 3        | 0     |                        |          |       |
| "                              |                 | Organic.....               | L 1                    |          |       | L 10                   |          |       |
| "                              | 7               | Assaying .....             | R 0                    | 3        | 1     | R 3                    | 11       | 2     |
| <b>CHRISTIAN EVIDENCES</b>     |                 |                            |                        | 97       | 97    |                        | 76       | 31    |
| Wright, G. F.                  |                 | Logic of Ch. Ev .....      |                        |          |       | 3                      | 5        | 5     |
| <b>CLASSICAL ARCHÆOLOGY.</b>   |                 |                            |                        |          |       |                        |          |       |
| Martin .....                   | 1-2             | Hist. of Ancient Art...    | 2                      | 9        | 25    | 2                      | 6        | 19    |
| Cole .....                     | 11              | Roman and Pompeian..       | 2                      | 3        | 27    |                        |          |       |
| "                              | 12              | Private Life of Romans     |                        |          |       | 2                      | 6        | 36    |
| <b>ECONOMICS AND SOCIOLOGY</b> |                 |                            |                        | 12       | 52    |                        | 12       | 55    |
| Bogart .....                   | 1               | Political Economy.....     | 5                      | 41       | 22    |                        |          |       |
| "                              | 2               | Money and Banking....      |                        |          |       | 3                      | 29       | 1     |
| "                              | 3               | Fin. Hist. U. S.....       | 3                      | 11       | 1     |                        |          |       |
| "                              | 4               | Econ. Hist. U. S.....      |                        |          |       | 2                      | 22       | 7     |
| "                              | 6               | Econ. Theory .....         |                        |          |       | 3                      | 13       | 1     |
| "                              | 13              | Sociology .....            | 2                      | 18       | 25    |                        |          |       |
| "                              | 14              | Criminology .....          |                        |          |       | 2                      | 19       | 9     |
| "                              | 15-16           | Econ. Seminar.....         | 2                      | 5        | 0     | 2                      | 5        | 0     |
|                                |                 |                            |                        | 75       | 48    |                        | 88       | 18    |

| Name of Teacher     | Schedule Number | Description of Course          | I. SEMESTER            |          |       | II. SEMESTER           |          |       |    |
|---------------------|-----------------|--------------------------------|------------------------|----------|-------|------------------------|----------|-------|----|
|                     |                 |                                | Teaching hrs. per week | Students |       | Teaching hrs. per week | Students |       |    |
|                     |                 |                                |                        | Men      | Women |                        | Men      | Women |    |
| ENGLISH COMPOSITION |                 |                                |                        |          |       |                        |          |       |    |
| Barrows.....        | 1- 2            | Freshman (4 sec.) .....        | 8                      | 84       | 123   | 8                      | 75       | 116   |    |
| Bates.....          | 1- 2            | " (1 sec.) .....               | 2                      | 16       | 27    | 2                      | 15       | 20    |    |
| " .....             | 3- 4            | Sophomore (3 sec.) .....       | 6                      | 66       | 78    | 6                      | 61       | 73    |    |
| " .....             | 5- 6            | Advanced .....                 | 1                      | 16       | 12    | 1                      | 8        | 13    |    |
|                     |                 |                                |                        | 182      | 240   |                        | 159      | 222   |    |
| ENGLISH LITERATURE  |                 |                                |                        |          |       |                        |          |       |    |
| Wager .....         | 1- 2            | Hist. Eng. Lit. (3 sec.) ..... | 6                      | 42       | 87    | 6                      | 52       | 93    |    |
| " .....             | 5- 6            | Chaucer .....                  | 3                      | 5        | 24    | 3                      | 4        | 16    |    |
| " .....             | 7               | Theory Poetry .....            | 3                      | 4        | 15    |                        |          |       |    |
| Luce .....          | 9-10            | Shakespeare .....              | 3                      | 19       | 22    | 3                      | 21       | 35    |    |
| " .....             | 13-14           | Masterpieces 19th C ....       | 3                      | 20       | 22    | 3                      | 18       | 32    |    |
| Wager .....         | 16              | Minor Poetry .....             |                        |          |       | 3                      | 3        | 10    |    |
|                     |                 |                                |                        | 90       | 170   |                        | 98       | 186   |    |
| FRENCH              |                 |                                |                        |          |       |                        |          |       |    |
| Wightman...         | 1- 2            | Beginning .....                | 4                      | 16       | 16    | 4                      | 10       | 14    |    |
| Cowdery.....        | 1- 2            | " (2 sec.) .....               | 8                      | 27       | 34    | 8                      | 27       | 31    |    |
| " .....             | 3- 4            | Gram. & Read. (2 sec.) .....   | 6                      | 15       | 36    | 6                      | 11       | 27    |    |
| Wightman...         | 5- 6            | Composition .....              | 1                      | 5        | 13    | 1                      | 3        | 9     |    |
| " .....             | 9-10            | Prose XVII & XVIII... ..       | 3                      | 2        | 4     | 3                      | 2        | 6     |    |
| " .....             | 11-12           | Drama.....                     | 3                      | 3        | 10    | 3                      | 2        | 11    |    |
| " .....             | 15-16           | Adv. Comp.....                 | 1                      | 2        | 5     | 1                      | 1        | 4     |    |
| " .....             | 17-18           | Hist. Fr. Lit.....             | 2                      | 2        | 4     | 2                      | 1        | 4     |    |
| Cowdery.....        |                 | Conversation.....              | 2                      | 8        | 10    | 2                      | 4        | 6     |    |
|                     |                 |                                |                        | 80       | 132   |                        | 61       | 112   |    |
| GEOLOGY             |                 |                                |                        |          |       |                        |          |       |    |
| Wright, A. A.       | 1               | General.....                   | L 1                    | R 5      | 9     | 8                      |          |       |    |
| "                   | 2               | Advanced.....                  |                        |          |       |                        | L 1      |       |    |
| "                   | 3               | Petrography.....               | L 2                    | R 1      | 1     | 0                      | R 3      | 5     | 2  |
| "                   | 4               | Palæontology.....              |                        |          |       |                        | L 2      |       |    |
| Wright, G. F.       | 6               | Quaternary.....                |                        |          |       |                        | R 2      | 3     | 0  |
|                     |                 |                                |                        |          |       |                        | 3        | 8     | 12 |
|                     |                 |                                |                        | 10       | 8     |                        | 16       | 14    |    |
| GERMAN              |                 |                                |                        |          |       |                        |          |       |    |
| McDaniels...        | 1- 2            | Beginning .....                | 4                      | 16       | 27    | 4                      | 11       | 18    |    |
| Swing.....          | 1- 2            | " .....                        | 4                      | 7        | 10    | 4                      | 7        | 11    |    |
| Gubelmann...        | 3- 4            | Second year (2 sec.) ...       | 8                      | 29       | 45    | 8                      | 21       | 32    |    |
| " .....             | 5- 6            | Drama (2 sec.) .....           | 6                      | 28       | 34    | 6                      | 18       | 31    |    |
| " .....             | 7- 8            | Composition .....              | 1                      | 18       | 18    | 1                      | 12       | 16    |    |
|                     |                 |                                |                        | 98       | 134   |                        | 69       | 108   |    |

| Name of Teacher    | Schedule Number | Description of Course                         | I. SEMESTER            |          |       | II. SEMESTER           |          |       |
|--------------------|-----------------|---|------------------------|----------|-------|------------------------|----------|-------|
|                    |                 |   | Teaching hrs. per week | Students |       | Teaching hrs. per week | Students |       |
|                    |                 |   |                        | Men      | Women |                        | Men      | Women |
| <b>GREEK</b>       |                 |   |                        |          |       |                        |          |       |
| Lord.....          | 1- 2            | Beginning .....                               | 4                      | 5        | 11    | 4                      | 4        | 12    |
| Martin.....        | 3- 4            | Freshman.....                                 | 4                      | 10       | 11    | 4                      | 10       | 11    |
| ".....             | 9-10            | Oratory.....                                  | 2                      | 1        | 10    | 2                      | 2        | 5     |
| ".....             | 17-18           | Comedy .....                                  | 3                      | 2        | 13    | 3                      | 1        | 9     |
|                    |                 |   |                        | 18       | 45    |                        | 17       | 37    |
| <b>HISTORY</b>     |                 |   |                        |          |       |                        |          |       |
| Johnston.....      | 1               | Italy.....                                    |                        |          |       | 2                      | 30       | 63    |
| ".....             | 3               | Mediæval.....                                 |                        |          |       | 5                      | 15       | 41    |
| ".....             | 5               | Architecture.....                             |                        |          |       | 2                      | 8        | 20    |
| ".....             |                 | Painting.....                                 |                        |          |       | 3                      | 12       | 13    |
| Hall.....          | 9-10            | English Outline.....                          | 3                      | 9        | 13    | 3                      | 10       | 13    |
| ".....             | 11-12           | American Outline .....                        | 3                      | 11       | 12    | 3                      | 21       | 14    |
| ".....             | 17-18           | Beginning Eng. Inst... ..                     | 2                      | 12       | 2     | 2                      | 14       | 1     |
| ".....             | 19-20           | Current Events.....                           | 3                      | 5        | 10    | 3                      | 1        | 6     |
| Miller.....        | 7- 8            | History of Greece.....                        | 2                      | 20       | 27    | 2                      | 8        | 8     |
|                    |                 |   |                        | 57       | 64    |                        | 119      | 179   |
| <b>ITALIAN</b>     |                 |   |                        |          |       |                        |          |       |
| Wightman...        | 1               | Beginning .....                               | 4                      | 2        | 6     |                        |          |       |
| <b>LATIN</b>       |                 |   |                        |          |       |                        |          |       |
| Lord.....          | 1- 2            | Freshman (3 sec.).....                        | 12                     | 26       | 53    | 12                     | 26       | 55    |
| Cole.....          | 1- 2            | " (1 sec.).....                               | 4                      | 12       | 16    | 4                      | 7        | 14    |
| ".....             | 3- 4            | Sophomore.....                                | 3                      | 6        | 26    | 3                      | 5        | 26    |
| ".....             | 9-10            | Latin Writing.....                            | 1                      | 2        | 31    | 1                      | 1        | 22    |
| ".....             | 11-12           | Cicero Sec. Philippic... ..                   | 2                      | 4        | 17    | 2                      | 3        | 15    |
| ".....             | 17-18           | { Juvenal & Martial<br>Martial, Tacitus ..... | 3                      | 1        | 11    | 3                      | 2        | 9     |
|                    |                 |   |                        | 51       | 154   |                        | 44       | 141   |
| <b>MATHEMATICS</b> |                 |   |                        |          |       |                        |          |       |
| Sherk.....         | 1- 2            | Freshman (3 sec.).....                        | 9                      | 53       | 44    | 9                      | 46       | 35    |
| Cairns.....        | 1- 2            | " (3 sec.).....                               | 9                      | 58       | 73    | 9                      | 57       | 77    |
| ".....             | 5- 6            | M. Draw. & D. Geom... ..                      | L 6                    | 0        | 28    | L 6                    | 0        | 25    |
| ".....             | 11-12           | Calculus.....                                 | R 3                    | 23       | 9     | R 3                    | 19       | 8     |
|                    |                 |   |                        | 162      | 129   |                        | 147      | 123   |
| <b>MINERALOGY</b>  |                 |   |                        |          |       |                        |          |       |
| Jewett.....        |                 | Mineralogy .....                              |                        |          |       | L 10                   |          |       |
|                    |                 |   |                        |          |       | R 3                    | 17       | 2     |
| <b>MUSIC</b>       |                 |   |                        |          |       |                        |          |       |
| Dickinson ...      | 1- 2            | Hist. of Music.....                           | 4                      | 1        | 4     | 4                      | 0        | 6     |

| Name of Teacher        | Schedule Number | Description of Course    | I. SEMESTER            |     |       | II. SEMESTER           |     |       |
|------------------------|-----------------|--------------------------|------------------------|-----|-------|------------------------|-----|-------|
|                        |                 |                          | Teaching hrs. per week | Men | Women | Teaching hrs. per week | Men | Women |
| ORATORY                |                 |                          |                        |     |       |                        |     |       |
| Caskey .....           | 1- 2            | General Course (2 sec.)  | 6                      | 20  | 13    | 6                      | 12  | 6     |
| " .....                | 3- 4            | Argument'n & Debate..    | 2                      | 8   | 0     | 2                      | 6   | 0     |
| " .....                | 6               | Dramatic Reading.....    |                        |     |       | 2                      | 6   | 9     |
|                        |                 |                          |                        | 28  | 13    |                        | 24  | 15    |
| PEDAGOGY               |                 |                          |                        |     |       |                        |     |       |
| Miller .....           | 1- 2            | Hist. & Theory Educa.    | 4                      | 4   | 11    | 4                      | 4   | 10    |
| PHILOSOPHY             |                 |                          |                        |     |       |                        |     |       |
| MacLennan.             | 1               | Introd. Psychology.....  | 3                      | 49  | 64    |                        |     |       |
| "                      | 2               | Ethics .....             |                        |     |       | 3                      | 44  | 50    |
| "                      | 3- 4            | Exper. Psychology.....   | L 4                    |     |       | L 4                    |     |       |
| "                      |                 | Introd. Philosophy.....  | R 0                    | 7   | 3     | R 0                    | 4   | 2     |
| "                      | 5               | " Logic .....            | 2                      | 10  | 6     | 2                      | 20  | 26    |
| "                      | 9-10            | Hist. of Philosophy..... | 3                      | 7   | 7     | 3                      | 5   | 5     |
| "                      |                 | Advanced Logic.....      | 2                      | 0   | 2     |                        |     |       |
| "                      |                 | Metaphysics .....        |                        |     |       | 2                      | 2   | 2     |
| King .....             | 7- 8            | Microcosmus.....         | 5                      | 27  | 9     | 5                      | 21  | 9     |
| Fitch.....             | 12              | Æsthetics, History.....  |                        |     |       | 2                      | 5   | 5     |
|                        |                 |                          |                        | 100 | 91    |                        | 101 | 99    |
| PHYSICAL TRAINING      |                 |                          |                        |     |       |                        |     |       |
| Fauver .....           | 1- 2            | Elemen'y (men) 2 sec..   | L 6                    | 50  | 0     | L 6                    | 47  | 0     |
| Leonard.....           | 3- 4            | Advanced (men) .....     | L 3                    | 26  | 0     | L 3                    | 19  | 0     |
| { Hanna &<br>Wickwire. | 1- 2            | Elementary (women)...    | L 3                    | 0   | 57    | L 3                    | 0   | 37    |
| Wickwire....           | 3- 4            | Advanced (2 sec.) wom.   | L 6                    | 0   | 76    | L 6                    | 0   | 48    |
|                        |                 |                          |                        | 76  | 133   |                        | 66  | 85    |
| PHYSICS                |                 |                          |                        |     |       |                        |     |       |
| St. John.....          | 1- 2            | Mech. etc. (3 lab. sec.) | L 15                   |     |       | L 15                   |     |       |
| "                      |                 |                          | R 3                    | 29  | 3     | R 3                    | 24  | 2     |
| "                      | 3- 4            | Elec.&Mag.(3 lab. sec.)  | L 15                   |     |       | L 15                   |     |       |
| "                      |                 |                          | R 2                    | 12  | 1     | R 2                    | 11  | 0     |
| "                      | 5- 6            | Li't&Heat (2 lab. sec.)  | L 10                   |     |       | L 10                   |     |       |
| "                      |                 |                          | R 2                    | 6   | 1     | R 2                    | 7   | 1     |
| "                      |                 | Special Lab. Course....  |                        |     |       | L 5                    |     |       |
|                        |                 |                          |                        | 47  | 5     | R 0                    | 2   | 1     |
| PHYSIOLOGY             |                 |                          |                        |     |       |                        |     |       |
| Leonard.....           | 2               | Phys. and Hygiene.....   |                        |     |       | 5                      | 7   | 21    |

| Name of Teacher                       | Schedule Number | Description of Course      | I. SEMESTER            |     |       | II. SEMESTER           |     |       |
|---------------------------------------|-----------------|----------------------------|------------------------|-----|-------|------------------------|-----|-------|
|                                       |                 |                            | Teaching hrs. per week | Men | Women | Teaching hrs. per week | Men | Women |
| POLITICAL SCIENCE                     |                 |                            |                        |     |       |                        |     |       |
| Hall .....                            | 1- 2            | Gov. in U. S.....          | 3                      | 9   | 3     | 3                      | 10  | 0     |
| ZOOLOGY                               |                 |                            |                        |     |       |                        |     |       |
| { A.A. Wright                         | 1-2             | Elem. Zool. (2 lab's.)...  | L 14                   |     |       | L 14                   |     |       |
| { & Mr. Baird                         |                 |                            | R 3                    | 32  | 27    | R 3                    | 29  | 26    |
|                                       |                 |                            | L 9                    |     |       |                        |     |       |
| L. Jones. ....                        | 3               | Comp. Anat. (2 lab's.)..   | R 3                    | 3   | 3     |                        |     |       |
| " .....                               | 4               | Vert. Histol'gy (2 lab's.) |                        |     |       | L 12                   |     |       |
|                                       |                 |                            |                        |     |       | R 4                    | 8   | 2     |
| " .....                               | 6               | Ornithology.....           |                        |     |       | L 22                   |     |       |
|                                       |                 |                            |                        |     |       | R 4                    | 25  | 80    |
| Wright, A.A.                          |                 | Embryology .....           | L 1                    |     |       |                        |     |       |
|                                       |                 |                            | R 2                    | 1   | 0     |                        |     |       |
| " .....                               |                 | " .....                    |                        |     |       | L 3                    |     |       |
|                                       |                 |                            |                        |     |       | R 3                    | 5   | 0     |
|                                       |                 |                            |                        | 36  | 31    |                        | 67  | 108   |
| TEACHERS' COURSE IN PHYSICAL TRAINING |                 |                            |                        |     |       |                        |     |       |
| Leonard.....                          |                 | Theory Phys. Train....     | 3                      | 1   | 8     |                        |     |       |
| " .....                               |                 | Hist. & Lit. Phys. Train.  | 2                      | 2   | 5     | 2                      | 2   | 5     |
| Hanna .....                           |                 | Applied Anatomy.....       | 1                      | 0   | 6     |                        |     |       |
| " .....                               |                 | Phys. Exam. & Diagn's      | 2                      | 0   | 6     |                        |     |       |
| " .....                               |                 | Massage .....              |                        |     |       | 1                      | 0   | 7     |
| " .....                               |                 | Medical Gymnastics....     |                        |     |       | 3                      | 0   | 6     |
| Runyon .....                          |                 | { Emerg., Pelvic Anat.     | 1                      | 0   | 7     |                        |     |       |
|                                       |                 | { & Physiology .....       |                        |     |       |                        |     |       |
| Wickwire. ....                        |                 | Art of Teaching.....       | L 4                    |     |       | L 4                    |     |       |
|                                       |                 |                            | R 1                    | 0   | 6     | R 1                    | 0   | 6     |
| Fauver .....                          |                 | Outdoor Sports.....        |                        |     |       | 1                      | 0   | 6     |
|                                       |                 |                            |                        | 3   | 38    |                        | 2   | 30    |

## II. The Theological Seminary

| Name of Instructor                | Description of Course     | I. SEMESTER            |     |       | II. SEMESTER           |     |       |
|-----------------------------------|---------------------------|------------------------|-----|-------|------------------------|-----|-------|
|                                   |                           | Teaching hrs. per week | Men | Women | Teaching hrs. per week | Men | Women |
| OLD TESTAMENT                     |                           |                        |     |       |                        |     |       |
| Bewer.....                        | Special Int. to O. T..... | 3                      | 12  | 0     |                        |     |       |
| " .....                           | Hist. Stud. Genesis.....  | 2                      | 6   | 0     |                        |     |       |
| " .....                           | Elements of Hebrew.....   | 5                      | 9   | 0     | 4                      | 9   | 0     |
| " .....                           | General Int. to O. T....  |                        |     |       | 1                      | 3   | 0     |
| " .....                           | O. T. Theology .....      |                        |     |       | 3                      | 10  | 0     |
|                                   |                           | —                      | —   | —     | —                      | —   | —     |
|                                   |                           |                        | 27  | 0     |                        | 22  | 0     |
| NEW TESTAMENT                     |                           |                        |     |       |                        |     |       |
| Bosworth.....                     | Special Int. II.....      | 2                      | 16  | 0     |                        |     |       |
| " .....                           | New Testament a.....      | 5                      | 15  | 0     | 5                      | 15  | 0     |
| " .....                           | " " c.....                | 3                      | 12  | 0     |                        |     |       |
| " .....                           | " " b.....                |                        |     |       | 2                      | 11  | 0     |
| " .....                           | Teachings of Paul.....    |                        |     |       | 3                      | 16  | 0     |
|                                   |                           | —                      | —   | —     | —                      | —   | —     |
|                                   |                           |                        | 43  | 0     |                        | 42  | 0     |
| THEOLOGY                          |                           |                        |     |       |                        |     |       |
| King .....                        | Systematic.....           | 5                      | 9   | 0     | 5                      | 9   | 0     |
| CHURCH HISTORY                    |                           |                        |     |       |                        |     |       |
| Swing.....                        | Gen. Hist. of Church...   | 3                      | 17  | 0     | 3                      | 13  | 0     |
| " .....                           | Hist. Relig. Freedom...   | 3                      | 3   | 0     |                        |     |       |
| " .....                           | Historical Dogma.....     | 3                      | 11  | 0     | 3                      | 10  | 0     |
| " .....                           | His. Church in America    |                        |     |       | 3                      | 5   | 0     |
| " .....                           | Seminar in Sources.....   |                        |     |       | 1                      | 6   | 0     |
|                                   |                           | —                      | —   | —     | —                      | —   | —     |
|                                   |                           |                        | 31  | 0     |                        | 34  | 0     |
| HARMONY OF SCIENCE AND REVELATION |                           |                        |     |       |                        |     |       |
| G. F. Wright                      | Origin Human Race...      |                        |     |       | 2                      | 4   | 0     |
| " .....                           | Apologetics.....          |                        |     |       | 3                      | 2   | 0     |
|                                   |                           |                        |     |       | —                      | —   | —     |
|                                   |                           |                        |     |       |                        | 6   | 0     |
| HOMILETICS                        |                           |                        |     |       |                        |     |       |
| Currier.....                      | Theol. Encyclopedia...    | 2                      | 12  | 0     |                        |     |       |
| " .....                           | Homiletics a and b.....   | 3                      | 7   | 0     | 2                      | 5   | 0     |
| " .....                           | Sermon Constr.....        | 1                      | 8   | 0     | 1                      | 3   | 0     |
| " .....                           | Preaching Ex.....         | ½                      | 37  | 0     | ½                      | 38  | 0     |
| " .....                           | Prac. Theol. a and b ...  | 3                      | 7   | 0     | 2                      | 2   | 0     |
| " .....                           | Missions.....             | 2                      | 5   | 0     |                        |     |       |
| " .....                           | Social Problems.....      |                        |     |       | 3                      | 7   | 0     |
| " .....                           | Sermon Criticism.....     |                        |     |       | 2                      | 8   | 0     |
|                                   |                           | —                      | —   | —     | —                      | —   | —     |
|                                   |                           |                        | 76  | 0     |                        | 63  | 0     |

| Name of<br>Instructor        | Description of Course      | I. SEMESTER.                      |          |       | II. SEMESTER                      |          |       |
|------------------------------|----------------------------|-----------------------------------|----------|-------|-----------------------------------|----------|-------|
|                              |                            | Teach-<br>ing hrs.<br>per<br>week | Students |       | Teach-<br>ing hrs.<br>per<br>week | Students |       |
|                              |                            |                                   | Men      | Women |                                   | Men      | Women |
| <b>ELOCUTION AND ORATORY</b> |                            |                                   |          |       |                                   |          |       |
| Caskey .....                 | Elocution and Oratory..... | 3                                 | 4        | 0     | 3                                 | 10       | 0     |
| <b>SLAVIC DEPARTMENT</b>     |                            |                                   |          |       |                                   |          |       |
| Miskovsky.....               | Bohemian .....             | 5                                 | 1        | 0     | 5                                 | 1        | 0     |
| " .....                      | English.....               | 5                                 | 2        | 0     | 10                                | 2        | 0     |
| " .....                      | Apologetics.....           | 5                                 | 1        | 0     |                                   |          |       |
| " .....                      | Church History.. ..        | 5                                 | 1        | 0     | 5                                 | 1        | 0     |
| " .....                      | American History.....      |                                   |          |       | 5                                 | 1        | 0     |
|                              |                            |                                   | 5        | 0     |                                   | 5        | 0     |

### III. The Academy

| Instructor   | Subject                  | Fall Term, 1903                  |                          |    | Winter T'm, 1904                 |                          |    | Spring Term, 1904                |                          |    |
|--------------|--------------------------|----------------------------------|--------------------------|----|----------------------------------|--------------------------|----|----------------------------------|--------------------------|----|
|              |                          | No. of<br>Teach-<br>ing<br>hours | Students<br>Men<br>Women |    | No. of<br>Teach-<br>ing<br>hours | Students<br>Men<br>Women |    | No. of<br>Teach-<br>ing<br>hours | Students<br>Men<br>Women |    |
|              |                          |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| BIBLE        |                          |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Peck.....    | Senior.....              | 1                                | 45                       | 30 | 1                                | 45                       | 34 | 1                                | 45                       | 29 |
| Adams.....   | Middle.....              | 1                                | 25                       | 17 | 1                                | 30                       | 21 | 1                                | 31                       | 20 |
| Shaw.....    | Junior Middle.....       | 1                                | 24                       | 20 | 1                                | 28                       | 16 | 1                                | 28                       | 20 |
| Reed.....    | Junior.....              | 1                                | 25                       | 9  | 1                                | 19                       | 11 | 1                                | 16                       | 7  |
| Smithe.....  | Irregular.....           | 1                                | 22                       | 9  | 1                                | 15                       | 12 | 1                                | 11                       | 4  |
|              |                          | 141 85                           |                          |    | 137 94                           |                          |    | 131 80                           |                          |    |
| BOTANY       |                          |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Tracy.....   | Beginning.....           | L 6<br>R 3                       | 7                        | 6  | L 6<br>R 3                       | 7                        | 8  | L 6<br>R 3                       | 8                        | 9  |
| DECLAMATION  |                          |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Tompkins...  | Declamation.....         | 2                                | 18                       | 8  | 4                                | 20                       | 10 | 4                                | 16                       | 7  |
| "            | .....Reading.....        |                                  |                          |    | 1                                | 5                        | 0  | 1                                | 5                        | 0  |
|              |                          | 18 8                             |                          |    | 25 10                            |                          |    | 21 7                             |                          |    |
| ENGLISH      |                          |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Thompson...  | I,-II,-III (2 sec.)..... | 10                               | 29                       | 14 | 10                               | 22                       | 18 | 10                               | 16                       | 16 |
| Brownback .. | IVa,-Va,-VIa (2 sec.)..  | 6                                | 39                       | 31 | 6                                | 32                       | 28 | 6                                | 30                       | 25 |
| Pendleton... | IVb,-Vb,-Vib (2 sec.)..  | 4                                | 39                       | 30 | 4                                | 41                       | 14 | 4                                | 37                       | 21 |
| Brownback .. | VII,-VIII,-IX (3 sec.).. | 6                                | 39                       | 29 | 6                                | 35                       | 32 | 6                                | 26                       | 30 |
| "            | ...X,-XI,-XII.....       | 2                                | 9                        | 14 | 2                                | 16                       | 7  | 2                                | 5                        | 15 |
| Pendleton... | XIII,-XIV,-XV.....       | 3                                | 9                        | 2  | 3                                | 10                       | 15 | 3                                | 12                       | 0  |
| "            | ...XVI,-XVII,-XVIII..... | 5                                | 2                        | 35 | 5                                | 1                        | 28 | 5                                | 0                        | 21 |
| "            | ...XIX,-XX,-XXI (2 sec.) | 4                                | 44                       | 31 | 4                                | 46                       | 34 | 4                                | 36                       | 24 |
| Thompson...  | English Grammar.....     | 5                                | 8                        | 2  | 5                                | 14                       | 5  | 5                                | 14                       | 3  |
|              |                          | 218 188                          |                          |    | 217 181                          |                          |    | 176 155                          |                          |    |
| FRENCH       |                          |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Cowdery..... | I,-II,-III (2 sec.)..... | 10                               | 9                        | 27 | 10                               | 5                        | 19 | 10                               | 5                        | 17 |
| "            | .....IV,-V,-VI.....      | 5                                | 4                        | 9  | 5                                | 3                        | 9  | 5                                | 2                        | 7  |
| "            | .....I,-II.....          |                                  |                          |    | 5                                | 6                        | 10 | 5                                | 3                        | 4  |
|              |                          | 13 36                            |                          |    | 14 38                            |                          |    | 10 28                            |                          |    |
| GERMAN       |                          |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| McDaniels .. | I,-II,-III (3 sec.)..... | 15                               | 35                       | 35 | 15                               | 29                       | 27 | 15                               | 27                       | 16 |
| Swing.....   | IV,-V,-VI.....           | 5                                | 11                       | 8  | 5                                | 8                        | 2  | 5                                | 7                        | 2  |
| "            | .....I,-II.....          |                                  |                          |    | 5                                | 9                        | 16 | 5                                | 10                       | 14 |
|              |                          | 46 43                            |                          |    | 46 45                            |                          |    | 44 32                            |                          |    |



| Instructor    | Subject                       | Fall Term, 1903                  |                          |    | Winter T'm, 1904                 |                          |    | Spring Term, 1904                |                          |    |
|---------------|-------------------------------|----------------------------------|--------------------------|----|----------------------------------|--------------------------|----|----------------------------------|--------------------------|----|
|               |                               | No. of<br>Teach-<br>ing<br>hours | Students<br>Men<br>Women |    | No. of<br>Teach-<br>ing<br>hours | Students<br>Men<br>Women |    | No. of<br>Teach-<br>ing<br>hours | Students<br>Men<br>Women |    |
|               |                               |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| GREEK         |                               |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Peck .....    | I, -II, -III .....            | 5                                | 7                        | 6  | 5                                | 7                        | 6  | 5                                | 7                        | 6  |
| " .....       | IV, -V, -VI .....             | 5                                | 11                       | 10 | 5                                | 10                       | 10 | 5                                | 10                       | 9  |
|               |                               |                                  | 18                       | 16 |                                  | 17                       | 16 |                                  | 17                       | 15 |
| HISTORY       |                               |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Reed. ....    | I, -II, -III .....            | 4                                | 20                       | 10 | 4                                | 18                       | 11 | 4                                | 18                       | 11 |
| " .....       | IV, -V, -VI .....             | 4                                | 12                       | 13 | 4                                | 13                       | 18 | 4                                | 14                       | 12 |
|               |                               |                                  | 32                       | 23 |                                  | 31                       | 29 |                                  | 32                       | 23 |
| LATIN         |                               |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Hosford ..... | I, -II, -III (2 sec.) .....   | 12                               | 33                       | 21 | 12                               | 29                       | 21 | 12                               | 25                       | 18 |
| Smithe .....  | II, -III (1 sec) .....        |                                  |                          |    | 5                                | 11                       | 2  | 6                                | 10                       | 1  |
| " .....       | I, -II .....                  |                                  |                          |    | 6                                | 12                       | 2  | 6                                | 10                       | 2  |
| Shaw. ....    | IV, -V, -VI (2 sec.) .....    | 10                               | 22                       | 19 | 10                               | 22                       | 20 | 10                               | 22                       | 18 |
| Smithe .....  | III, -IV, -V .....            | 12                               | 6                        | 7  | 5                                | 4                        | 2  | 5                                | 2                        | 2  |
| Shaw. ....    | VIIa, -VIIIa, -IXa. ....      | 4                                | 11                       | 13 | 4                                | 12                       | 10 | 4                                | 12                       | 11 |
| " .....       | VIIb, -VIIIb, -IXb .....      | 5                                | 5                        | 7  | 5                                | 4                        | 7  | 5                                | 5                        | 3  |
| Hosford ..... | X, -XI, -XII (2 sec.) .....   | 8                                | 17                       | 20 | 8                                | 16                       | 18 | 8                                | 15                       | 17 |
|               |                               |                                  | 94                       | 87 |                                  | 110                      | 82 |                                  | 101                      | 72 |
| MATHEMATICS   |                               |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Moore .....   | Alg. I, -II, -III (2 sec.) .. | 10                               | 29                       | 11 | 10                               | 24                       | 10 | 10                               | 19                       | 6  |
| Burr. ....    | Alg. II .....                 |                                  |                          |    |                                  |                          |    | 5                                | 4                        | 2  |
| Moore .....   | Alg. IV, -V, -VI (2 sec.) ..  | 4                                | 34                       | 28 | 4                                | 34                       | 26 | 4                                | 37                       | 41 |
| Sherk .....   | Alg. VII, -VIII, -IX .....    | 5                                | 12                       | 3  | 5                                | 13                       | 4  | 5                                | 11                       | 4  |
| Tompkins ..   | Arithmetic .....              | 5                                | 6                        | 2  | 5                                | 6                        | 3  | 5                                | 5                        | 2  |
| Sherk .....   | Geom. I, II, -III (2 sec.) .. | 8                                | 40                       | 14 | 8                                | 35                       | 23 | 8                                | 24                       | 20 |
| Moore .....   | Geom. III, .....              | 4                                | 17                       | 17 |                                  |                          |    |                                  |                          |    |
| " .....       | " I, -II .....                |                                  |                          |    | 4                                | 7                        | 3  | 4                                | 7                        | 4  |
|               |                               |                                  | 138                      | 75 |                                  | 119                      | 69 |                                  | 107                      | 79 |
| PHYSICS       |                               |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Adams .....   | I, -II, -III (2 sec.) .....   | L12<br>R8                        | 20                       | 9  | L12<br>R8                        | 18                       | 5  | L12<br>R4                        | 18                       | 5  |
| ZOOLOGY       |                               |                                  |                          |    |                                  |                          |    |                                  |                          |    |
| Tracy .....   | I, -II, -III .....            | L6<br>R3                         | 9                        | 3  | L6<br>R3                         | 9                        | 3  | L6<br>R3                         | 10                       | 2  |

# Treasurer's Report

## 1904



# Treasurer's Statement

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1904, as follows:

The funds separately invested are:

C. G. Finney Memorial Fund—

|                 | Principal,<br>August 31, 1904 | Net<br>Income |
|-----------------|-------------------------------|---------------|
| Mortgages ..... | \$79,600.00                   |               |
| Cash .....      | 1,866.37                      |               |
|                 | <hr/> \$81,466.37             | \$4,080.12    |

Springer Fund—

|                             |          |        |
|-----------------------------|----------|--------|
| Cleveland real estate ..... | 5,165.90 | 374.10 |
|-----------------------------|----------|--------|

Foltz Fund—

|             |        |       |
|-------------|--------|-------|
| Bonds ..... | 522.50 | 22.50 |
|-------------|--------|-------|

|              |                   |                  |
|--------------|-------------------|------------------|
| Totals ..... | <hr/> \$87,154.77 | <hr/> \$4,476.72 |
|--------------|-------------------|------------------|

The other funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

|  | Principal,<br>August 31, 1904 | Net<br>Income |
|--|-------------------------------|---------------|
| Notes and mortgages .....                | \$ 437,659.67                 |               |
| Stocks and bonds .....                   | 260,401.43                    |               |
| Collateral loans .....                   | 422,150.24                    |               |
| Real estate .....                        | 236,187.26                    |               |
| Deposits (Savings and Trust Co.'s) ..... | 2,000.00                      |               |
| Sundry accounts .....                    | 137,023.45                    |               |
| Loan to General Fund .....               | 10,950.89                     |               |
| Deposits subject to check and cash ..... | 40,884.00                     |               |
|  | <hr/>                         | <hr/>         |
| Total of general investments .....       | \$1,547,256.94                | \$66,484.06   |
| Total of special investments .....       | 87,154.77                     |               |
|  | <hr/>                         |               |
|  | \$1,634,411.71                |               |

The above investments are stated in detail, beginning at page 177 of this report.

The net income of general investments, \$66,484.06, has been divided at the rate of 4.5 per cent among the funds to which they belong. The fraction, \$2.68, was credited to University account.

The excess of income over expense in the accounts of University, College, Academy and Theological Seminary, combined as usual, was \$49.45, which being subtracted from the accumulated deficits of previous years, \$11,000.34, leaves \$10,950.89 as the total unpaid deficit on August 31, 1904.

*Gifts have been received during the year as follows:*

GIFTS FOR IMMEDIATE USE

From "A Friend," \$260.00 for the Library.  
 From the Class of 1904, \$100.00 for a Chapel desk.  
 From Students in College Department, \$18.00 for art photographs.  
 From Tracy McGregor, \$75.00 for aid to students.  
 From Lyman B. Sperry, \$25.00 for care of trees.  
 From the Oberlin Musical Union, \$1,500.00 for the organ in Warner Hall.

From members of the Living Endowment Union, \$705.50 for current expense.

From the Second Congregational Church, Oberlin, \$110.74 for aid to students in the Theological Seminary.

Sundry gifts for Women's Recreation Field, \$682.27.

For the purchase of a rubber carpet for the Library from—

|                  |          |                  |         |
|------------------|----------|------------------|---------|
| E. A. West.....  | \$100.00 | J. O. Troup..... | \$ 5.00 |
| Zenas Crane..... | 50.00    | Noel Gale.....   | 10.00   |
| C. M. Hall.....  | 50.00    |                  |         |

For Employment Fund for Seminary Students from—

|                          |          |                         |          |
|--------------------------|----------|-------------------------|----------|
| Wilmot V. Metcalf.....   | \$200.00 | Irving W. Metcalf.....  | \$200.00 |
| O. J. Wilson.....        | 50.00    | E. H. Olmstead.....     | 10.00    |
| G. T. Nichols.....       | 5.00     | Mrs. E. W. R. Lord..... | 5.00     |
| Mrs. H. W. Woodford..... | 10.00    | Miss H. W. Ely.....     | 10.00    |
| B. T. Williams.....      | 5.14     |                         |          |

For the support of the Slavic Department in the Theological Seminary from—

|   |          |                         |          |
|---|----------|-------------------------|----------|
| Miss Sarah N. Kittredge...                              | \$250.00 | Charles B. Everson..... | \$ 25.00 |
| E. L. Pickard.....                                      | 100.00   | Mrs. J. A. Lane.....    | 25.00    |
| Miss A. C. Pryer.....                                   | 25.00    | Miss Anne Walworth..... | 150.00   |
| "A New York Friend".....                                | 25.00    |                         |          |
| Congregational Education Society.....                   | 200.00   |                         |          |
| First Congregational Church, Jefferson, Ohio.....       | 5.00     |                         |          |
| Bethlehem Congregational Church & S. S., Cleveland..... | 22.88    |                         |          |

|  |        |
|--|--------|
| Pilgrim Church, Cleveland.....                                 | 25.00  |
| First Congregational Church, Buffalo.....                      | 50.00  |
| Central Congregational Church, Brooklyn.....                   | 25.00  |
| First Congregational Church, Oberlin.....                      | 105.40 |
| Second Congregational Church, Oberlin.....                     | 26.44  |
| Home Department First Congregational Church S. S., Oberlin.... | 2.56   |
| Ohio W. H. M. U.....   | 244.95 |
| South Dakota W. H. M. U.....                                   | 38.00  |
| New Jersey W. H. M. U.....                                     | 1.00   |
| New York W. H. M. U.....                                       | 150.00 |
| Free Reformed Church, Silver Lake, Minn.....                   | 20.00  |

*The total amount of these gifts for immediate use is \$5,702.88.*

*This amount is distributed in the Statement of Income and Expense among the following accounts:*

|   |                  |
|---|------------------|
| University .....                            | \$ 613.33        |
| College, special accounts.....              | 28.00            |
| Theological Seminary, special accounts..... | 2,122.11         |
| Library .....                               | 477.00           |
| Miscellaneous .....                         | 2,462.44         |
|   | <hr/> \$5,702.88 |

#### GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES

From F. M. Hayes, of Buffalo, \$20.00 for endowment.

From Sydney D. Strong, of Chicago, \$50.00 for endowment.

From L. F. Parker, of Grinnell, Iowa, \$1,000.00 for endowment.

From S. F. Cooper, of Campbell, Cal., \$3,500.00 for endowment.

From Mrs. Susan A. S. Moulton, of Columbus, \$500.00 to found the May Moulton Loan Fund.

From the estate of Mrs. Abigail L. Olney, of Cleveland, \$10,000.00 for endowment of the Olney Art Collection.

From the estate of Charles H. Keith, of Chicago, \$1,903.97; his bequest to Oberlin College.

From the estate of William E. Osborn, of Pittsburg, \$500.00; balance of his bequest to Oberlin College.

From Alumni, \$2,491.50, part payments on subscriptions to the Class Reunion Funds.

*The total amount of these gifts to capital account is \$19,965.47 as is also shown on page 175 of this report.*

*Endowments for current expenses now stand on the books as follows:*

|                                       |                       |
|---------------------------------------|-----------------------|
| General or University Endowments..... | \$ 658,763.76         |
| College Department " .....            | 405,458.85            |
| Academy .....                         |                       |
| Theological Seminary.....             | 120,674.76            |
| Conservatory of Music.....            | 30,419.50             |
| Library .....                         | 23,101.26             |
| Total .....                           | <u>\$1,238,418.13</u> |

The accounts hereinafter presented are:

First, a set of tables showing the current income and expenses of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in care of the Treasurer, showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in the hands of the Treasurer.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

JAMES R. SEVERANCE, Treasurer.

OBERLIN, November 16, 1904.

*Statement of Income and Expense for the Year.*

UNIVERSITY

INCOME

|   |                    |
|---|--------------------|
| From invested funds.....                      | \$25,073.00        |
| From rent of houses and lands not valued..... | 512.87             |
| Interest on subscriptions to endowment.....   | 57.60              |
| Biography of C. G. Finney.....                | 90.10              |
| Gifts for current expense.....                | 613.33             |
| Total income.....                             | <u>\$26,346.90</u> |

EXPENSE

|   |                      |
|---|----------------------|
| Salaries—Administration .....                                   | \$5,000.00           |
| Treasurer's office.....   | 3,820.00             |
| Library .....   | 2,400.00             |
| Gymnasia .....  | 3,250.00             |
| Secretary's office.....   | 2,100.00—\$16,570.00 |
| Clerks .....  | 1,530.60             |
| Stationery, printing and postage.....                           | 4,355.32             |
| Advertising .....   | 1,229.44             |
| Fuel and lights.....  | 1,618.08             |
| Buildings and grounds, care and repairs.....                    | 6,660.31             |
| Men's Gymnasium.....  | 2,247.05             |
| Women's Gymnasium.....  | 780.87               |
| Outside Representation.....                                     | 354.41               |
| Library appropriation for books.....                            | 1,500.00             |
| Summer School Normal Courses.....                               | 112.00               |
| Sundry expense.....   | 433.79               |
| Alumni dinner.....  | 438.75               |
| Payments on Lord and Hinchman funds (in excess of income) ..... | 37.98                |
| Total expense.....  | <u>\$37,868.60</u>   |

*Special Accounts—Receipts*

|  |             |
|--|-------------|
| Art School fees.....                       | \$ 1,059.75 |
| Teachers' Course, Women's Gymnasium.....   | 487.50      |
| Jennie Allen Nurse Fund.....               | 90.00       |
| Jones Loan Fund, loans returned.....       | 429.89      |
| Scholarship Funds, from investments.....   | 1,742.20    |
| Scholarship Loan Fund, loans returned..... | 53.35       |

\$ 3,862.69



*Special Accounts—Payments*

|  |             |
|--|-------------|
| Art School .....                         | \$ 1,059.75 |
| Teachers' Course, Women's Gymnasium..... | 384.35      |
| Jones Loan Fund, loans made.....         | 30.00       |
| To holders of scholarship orders.....    | 2,102.88    |
| Scholarship loans .....                  | 97.50       |
| Total payments.....                      | \$ 3,674.48 |

**COLLEGE****INCOME**

|                          |             |
|--------------------------|-------------|
| From invested funds..... | \$18,245.65 |
| Term bills.....          | 44,732.12   |
| Graduate fees.....       | 565.00      |
| Total income .....       | \$63,542.77 |

**EXPENSE**

|  |             |
|--|-------------|
| Salaries .....                               | \$40,324.34 |
| Clerks .....                                 | 209.09      |
| Stationery, printing and postage.....        | 385.87      |
| Outside representation.....                  | 63.14       |
| Fuel and lights.....                         | 1,818.31    |
| Buildings and grounds, care and repairs..... | 3,032.76    |
| Diplomas .....                               | 183.10      |
| Sundry expense .....                         | 5.12        |
| Museum .....                                 | 400.00      |
| Herbarium .....                              | 175.00      |
| Apparatus, Physical Laboratory.....          | 400.00      |
| Apparatus, Psychology .....                  | 197.90      |
| Apparatus, Zoölogy .....                     | 310.50      |
| Apparatus, Anatomy .....                     | 85.20       |
| Trustee Scholarships .....                   | 559.50      |
| Avery Scholarships .....                     | 298.00      |
| Oberlin College Scholarships.....            | 36.00       |
| Total expense .....                          | \$48,483.83 |

*Special Accounts—Receipts*

|                               |             |
|-------------------------------|-------------|
| Chemical Laboratory fees..... | \$ 1,800.86 |
| Botanical " " .....           | 249.40      |
| Zoölogical " " .....          | 852.26      |

Amount carried forward.....\$ 2,902.52

|   |               |
|---|---------------|
| Amount brought forward.....             | \$ 2,902.52   |
| Physical Laboratory fees .....          | \$240.25      |
| "            "            gift .....    | 10.00— 250.25 |
| Archæology fees .....                   | 252.70        |
| "            from Art Exhibit.....      | 193.84        |
| "            gifts .....                | 18.00— 464.54 |
| Anatomy fees .....                      | 18.00         |
| Herbarium bal. appropriation.....       | 122.50        |
| Museum " " .....                        | 72.53         |
| Scholarship funds from investments..... | 1,102.50      |

\$ 4,932.84

*Special Accounts—Payments*

|                                       |             |
|---------------------------------------|-------------|
| Chemical Laboratory.....              | \$ 1,696.61 |
| Botanical " .....                     | 36.96       |
| Zoölogical " .....                    | 712.83      |
| Physical " .....                      | 326.29      |
| Archæology .....                      | 194.46      |
| Anatomy .....                         | 18.00       |
| To holders of scholarship orders..... | 997.20      |

\$ 3,982.35

## ACADEMY

### INCOME

|                  |             |
|------------------|-------------|
| Term bills ..... | \$13,416.70 |
|------------------|-------------|

### EXPENSE

|  |             |
|--|-------------|
| Salaries .....                                     | \$13,400.00 |
| Clerks .....                                       | 90.00       |
| Stationery, printing and postage.....              | 390.06      |
| Fuel and lights.....                               | 379.47      |
| Buildings and grounds, care and repairs.....       | 1,184.00    |
| Advertising .....                                  | 177.50      |
| Sundry expense .....                               | 63.30       |
| Diplomas .....                                     | 234.15      |
| Apparatus Botanical and Zoölogical Laboratory..... | 95.22       |
| Trustee scholarships .....                         | 491.00      |

Total expense ..... \$16,504.70

*Special Accounts—Receipts*

|                           |          |
|---------------------------|----------|
| Physical Laboratory ..... | \$ 79.00 |
|---------------------------|----------|

*Special Accounts—Payments*

|                           |          |
|---------------------------|----------|
| Physical Laboratory ..... | \$ 94.53 |
|---------------------------|----------|

# THEOLOGICAL SEMINARY

## INCOME

|                                   |             |
|-----------------------------------|-------------|
| From invested funds.....          | \$ 9,334.29 |
| Term bills and rent of rooms..... | 1,804.75    |
| Diplomas .....                    | 40.00       |
| <hr/>                             |             |
| Total income .....                | \$11,179.04 |

## EXPENSE

|  |             |
|--|-------------|
| Salaries .....                               | \$ 9,033.00 |
| Clerks .....                                 | 62.17       |
| Stationery, printing and postage.....        | 212.87      |
| Advertising .....                            | 156.05      |
| Fuel and lights.....                         | 752.96      |
| Buildings and grounds, care and repairs..... | 624.31      |
| Reserve for expenses, 1904-1905.....         | 524.53      |
| Diplomas .....                               | 5.40        |
| Sundry expense .....                         | 125.01      |
| Outside Representation .....                 | 82.53       |
| <hr/>  |             |
| Total expense.....                           | \$11,578.83 |

### *Special Accounts—Receipts*

#### Slavic Department—

|                                |                      |
|--------------------------------|----------------------|
| Loan repaid .....              | \$ 10.00             |
| Gifts for current expense..... | 1,516.23—\$ 1,526.23 |

#### Scholarship Funds—

|                                     |                    |
|-------------------------------------|--------------------|
| From investments .....              | \$ 899.63          |
| Gifts .....                         | 110.74             |
| Loans repaid .....                  | 390.79—\$ 1,401.16 |
| Student Employment Fund, gifts..... | 495.14             |
| <hr/>                               |                    |

\$ 3,422.53

### *Special Accounts—Payments*

|                                       |             |
|---------------------------------------|-------------|
| Slavic Department .....               | \$ 1,714.05 |
| To holders of scholarship orders..... | 1,053.00    |
| Student Employment Fund.....          | 645.14      |
| <hr/>                                 |             |

\$ 3,412.19

# CONSERVATORY

## INCOME

|                                   |                    |
|-----------------------------------|--------------------|
| Term bills .....                  | \$ 57,736.86       |
| Interest on Reserve Fund.....     | 2,276.95           |
| Recital tickets .....             | 1,343.16           |
| Diplomas .....                    | 40.00              |
| Rent of Williams house (net)..... | 135.78             |
| Total income .....                | <u>\$61,532.75</u> |

## EXPENSE

|  |                    |
|--|--------------------|
| Salaries .....                         | \$36,243.73        |
| Library .....                          | 717.80             |
| Stationery, printing and postage.....  | 1,012.66           |
| Advertising .....                      | 577.57             |
| Piano and organ tuning and repair..... | 1,100.30           |
| Fuel and lights .....                  | 1,326.04           |
| Clerks .....                           | 64.10              |
| Insurance .....                        | 136.90             |
| Janitor and engineers .....            | 1,696.72           |
| Supplies and repairs.....              | 8,629.51           |
| Purchase of instruments.....           | 2,824.69           |
| Artist recitals .....                  | 2,680.00           |
| Sundry expense .....                   | 59.97              |
| Diplomas .....                         | 107.50             |
| Total expense .....                    | <u>\$57,177.49</u> |

### *Special Accounts—Receipts*

|                                |        |
|--------------------------------|--------|
| Loan Fund, loans returned..... | 244.65 |
|--------------------------------|--------|

### *Special Accounts—Payments*

|                            |        |
|----------------------------|--------|
| Loan Fund, loans made..... | 593.00 |
|----------------------------|--------|

# LIBRARY

## INCOME

|  |                    |
|--|--------------------|
| From invested funds.....                             | \$ 1,039.56        |
| Dividend G. F. Harvey Company.....                   | 30.00              |
| Term bills .....                                     | 1,335.15           |
| Private examinations .....                           | 291.00             |
| Registrar's fees .....                               | 136.75             |
| Books and supplies sold.....                         | 48.71              |
| Gifts for current expense and purchase of books..... | 477.00             |
| Transfer from Archæology.....                        | 56.00              |
| Transfer from Teachers' Course in Physical Training. | 7.50               |
| Proceeds of Baker lecture.....                       | 90.75              |
| Interest on subscription to Endowment.....           | 12.00              |
| Trustee appropriation .....                          | 1,500.00           |
| Total income .....                                   | <u>\$ 5,024.42</u> |

## EXPENSE

|  |                    |
|--|--------------------|
| Librarian's assistant, clerks.....             | \$ 1,240.62        |
| Case Library fee .....                         | 10.00              |
| Binding books .....                            | 526.80             |
| Supplies .....                                 | 360.80             |
| Express .....                                  | 1.55               |
| Zoological Laboratory for Wilson Bulletin..... | 35.00              |
| Purchase of books .....                        | 2,909.24           |
| Total expense .....                            | <u>\$ 5,084.01</u> |

## MISCELLANEOUS

### RECEIPTS

|   |          |                    |
|---|----------|--------------------|
| Finney Memorial Fund, interest.....               | \$       | 4,080.12           |
| Foltz Tract Fund, interest.....                   | \$       | 22.50              |
| Foltz Tract Fund, sale of tracts.....             | 4.50—    | 27.00              |
| Annuity Funds, income.....                        |          | 6,857.68           |
| Summer School, fees.....                          | 1,665.00 |                    |
| Summer School, special appropriation.....         | 112.00—  | 1,777.00           |
| Sundry receipts .....                             |          | 1,336.88           |
| Gifts for immediate use.....                      |          | 2,462.44           |
| Gifts to form new funds or increase old ones..... |          | 19,965.47          |
| Total receipts .....                              |          | <u>\$36,506.59</u> |

### PAYMENTS

|   |    |                    |
|---|----|--------------------|
| Finney Memorial Fund.....                           | \$ | 2,500.00           |
| Foltz Tract Fund.....                               |    | 27.00              |
| Annuities .....                                     |    | 10,086.00          |
| Summer School .....                                 |    | 1,777.00           |
| Warner Hall Organ.....                              |    | 1,500.00           |
| Loss on sale of lands.....                          |    | 37.12              |
| Office furniture and supplies (from insurance)..... |    | 337.00             |
| To holders of orders on Earl fund.....              |    | 117.50             |
| To holders of orders on Buckingham fund.....        |    | 10.00              |
| To holders of orders on McCormick fund.....         |    | 159.50             |
| To holders of orders on McGregor fund.....          |    | 75.00              |
| Sundry payments .....                               |    | 339.03             |
| Total payments .....                                |    | <u>\$16,965.15</u> |

*Summary of the income and expense of the University, College, Academy,  
and Theological Seminary*

|                     | Income              | Expense             | Surplus            | Deficit            |
|---------------------|---------------------|---------------------|--------------------|--------------------|
| University .....    | \$ 26,346.90        | \$ 37,868.60        | .....              | \$11,521.70        |
| College .....       | 63,542.77           | 48,483.83           | \$15,058.94        | .....              |
| Academy .....       | 13,416.70           | 16,504.70           | .....              | 3,088.00           |
| Seminary (Theol.).. | 11,179.04           | 11,578.83           | .....              | 399.79             |
|                     | <u>\$114,485.41</u> | <u>\$114,435.96</u> | <u>\$15,058.94</u> | <u>\$15,009.49</u> |
|                     | 114,435.96          |                     | 15,009.49          |                    |
| Surplus .....       | \$ 49.45            |                     | \$ 49.45           |                    |

*Summary showing the increase of Funds and Balances in the care of the  
Treasurer*

|   | Receipts            | Payments           |
|---|---------------------|--------------------|
| University, special accounts.....           | \$ 3,862.69         | \$ 3,674.48        |
| College, special accounts.....              | 4,932.84            | 3,982.35           |
| Academy, special accounts.....              | 79.00               | 94.53              |
| Theological Seminary, special accounts..... | 3,422.53            | 3,412.19           |
| Conservatory, income and expense.....       | 61,532.75           | 57,177.49          |
| Conservatory, special accounts.....         | 244.65              | 593.00             |
| Library, income and expense.....            | 5,024.42            | 5,084.01           |
| Miscellaneous .....                         | 36,506.59           | 16,965.15          |
|   | <u>\$115,605.47</u> | <u>\$90,983.20</u> |
|   | 90,983.20           |                    |
| Total increase of funds and balances, as is |                     |                    |
| also shown on page 181 of this report..     | \$ 24,622.27        |                    |

*Funds and Balances in the care of the Treasurer.*

**UNIVERSITY**

August 31, 1908.

August 31, 1904.

| General Fund (so called)..... |                                    |                       |
|-------------------------------|------------------------------------|-----------------------|
| \$ 173,406 86                 | Endowment .....                    | \$173,477 86          |
| 17,514 89                     | Alumni Fund.....                   | 17,514 89             |
| 24,475 00                     | E. I. Baldwin Fund.....            | 24,475 00             |
| 10,000 00                     | Henrietta Bissell Fund.....        | 10,000 00             |
| 31,429 41                     | James H. Fairchild Professorship.. | 31,429 41             |
| 15,275 00                     | Walworth Fund.....                 | 15,275 00             |
| 38,000 00                     | Dickinson Fund.....                | 38,000 00             |
| 4,846 10                      | Clarissa M. Smith Fund.....        | 4,846 10              |
| 16,000 00                     | Ralph Plumb Fund.....              | 16,000 00             |
| 2,000 00                      | Truman P. Handy Fund.....          | 2,000 00              |
| 85 06                         | Shaw Fund.....                     | 85 06                 |
| 79 14                         | Latimer Fund.....                  | 79 14                 |
| 1,505 91                      | Butler Fund.....                   | 1,505 91              |
| 158 45                        | Whipple Fund.....                  | 158 45                |
| 340 25                        | Perry Fund.....                    | 340 25                |
| 40,756 22                     | Reunion Fund of 1900 (part).....   | 43,172 72             |
| 38,000 00                     | William E. Osborn Fund.....        | 38,500 00             |
| 5,000 00                      | John Sherman Fund.....             | 5,000 00              |
| 200,000 00                    | John D. Rockefeller Fund.....      | 200,000 00            |
| 10,000 00                     | E. A. and C. B. Shedd Fund....     | 10,000 00             |
| 10,000 00                     | Marcus Lyon Fund.....              | 10,000 00             |
| 5,000 00                      | Warner Gymnasium Endowment..       | 5,000 00              |
|                               | Olney Fund .....                   | 10,000 00             |
|                               | Keith Fund.....                    | 1,903 97—\$658,763 76 |
| 2,703 17                      | C. N. Pond Fund.....               | 2,703 31              |
| 7,123 97                      | Dutton Fund.....                   | 6,964 55              |
| 2,944 91                      | Prunty Fund.....                   | 2,927 43              |
| 266 02                        | Finney Fund.....                   | 259 99                |
| 694 30                        | Davis Fund .....                   | 645 54                |
| 60 34                         | Ryder Fund.....                    | 54 06                 |
| 7,935 78                      | Dascomb Fund.....                  | 7,787 89              |
| 443 41                        | Warner Fund.....                   | 433 36                |
| 59,531 82                     | C. V. Spear Fund.....              | 58,510 75             |
| 1,046 86                      | Gillett Fund.....                  | 973 97                |
| 6,379 55                      | Ross Fund.....                     | 6,341 63              |

Amounts carried forward.....\$ 87,602 48 \$ 658,763 76



|                              |   |              |               |
|------------------------------|---|--------------|---------------|
| Amounts brought forward..... |   | \$ 87,602 48 | \$ 658,763 76 |
| 4,459 05                     | <b>Gilchrist Fund.....</b>                      | 4,409 71     |               |
| 23,296 13                    | <b>Marx Straus Fund.....</b>                    | 21,844 46    |               |
| 5,091 80                     | <b>Mary A. Springer Fund.....</b>               | 5,165 90     |               |
| 4,995 83                     | <b>Collins Fund.....</b>                        | 4,970 64     |               |
| 2,985 00                     | <b>Cooper Fund.....</b>                         | 6,469 33     |               |
| 2,031 67                     | <b>Williams Fund.....</b>                       | 2,023 09     |               |
| 1,020 00                     | <b>Hotchkiss Fund.....</b>                      | 1,005 90     |               |
| 9,920 00                     | <b>Firestone Fund.....</b>                      | 9,866 40     |               |
| 967 56                       | <b>Edward West Fund.....</b>                    | 971 11       |               |
| 800 00                       | <b>McClelland Fund.....</b>                     | 813 50       |               |
|                              | <b>Parker Fund.....</b>                         | 1,000 00—    | 146,142 52    |
| 1,000 00                     | <b>Cowles Memorial Scholarship....</b>          | 1,000 00     |               |
| 1,100 00                     | <b>Dr. A. D. Lord Scholarship.....</b>          | 1,100 00     |               |
| 1,000 00                     | <b>Mrs. Elizabeth W. Lord Scholarship .....</b> | 1,000 00     |               |
| 1,045 00                     | <b>Hinchman Fund.....</b>                       | 1,045 00—    | 4,145 00      |
| 5,000 00                     | <b>Lydia Ann Warner Scholarship..</b>           | 5,000 00     |               |
| 1,000 00                     | <b>F. V. Hayden Scholarship.....</b>            | 1,000 00     |               |
| 6,000 00                     | <b>Avery Fund.....</b>                          | 6,000 00     |               |
| 1,534 91                     | <b>Finney Scholarship.....</b>                  | 1,250 00     |               |
| 1,000 00                     | <b>Howard Valentine Scholarship...</b>          | 1,000 00     |               |
| 1,000 00                     | <b>Caroline Scholarship.....</b>                | 1,000 00     |               |
| 1,000 00                     | <b>Talcott Scholarship.....</b>                 | 1,000 00     |               |
| 1,000 00                     | <b>Metcalf Scholarship.....</b>                 | 1,000 00     |               |
| 1,000 00                     | <b>Dodge Scholarship.....</b>                   | 1,000 00     |               |
| 1,000 00                     | <b>Dascomb Scholarship .....</b>                | 1,000 00     |               |
| 1,000 00                     | <b>Bierce Scholarship.....</b>                  | 1,000 00     |               |
| 1,000 00                     | <b>Graves Scholarship.....</b>                  | 1,000 00     |               |
| 750 00                       | <b>Louis Nelson Churchill Scholarship .....</b> | 750 00       |               |
| 200 00                       | <b>Ann Lincoln Fund.....</b>                    | 200 00       |               |
| 179 89                       | <b>Jones Loan Fund .....</b>                    | 579 78       |               |
| 1,250 00                     | <b>Mary E. Wardle Scholarship....</b>           | 1,250 00     |               |
| 6,500 00                     | <b>Dr. Dudley Allen Fund.....</b>               | 6,500 00     |               |
| 1,000 00                     | <b>Henry N. Castle Scholarship.....</b>         | 1,000 00     |               |
| 1,020 00                     | <b>Class of '58 Scholarship.....</b>            | 1,025 00     |               |
| 745 50                       | <b>Class of '69 Scholarship.....</b>            | 815 50       |               |
| 1,000 00                     | <b>Class of '98 Scholarship.....</b>            | 1,000 00     |               |

Amounts carried forward.....\$ 34,370 28 \$ 809,051 28

|  |              |               |
|--|--------------|---------------|
| Amounts brought forward.....                             | \$ 34,370 28 | \$ 809,051 28 |
| 1,000 00 <b>Jean Woodward Irwin Scholarship</b> .....    | 1,000 00     |               |
| 1,000 00 <b>Howard Gardner Nichols Scholarship</b> ..... | 1,000 00     |               |
| 1,000 00 <b>May Moulton Memorial Fund</b> ....           | 1,000 00     |               |
| 1,000 00 <b>John Manning Barrows Scholarship</b> .....   | 1,000 00     |               |
| <b>May Moulton Loan Fund</b> .....                       | 500 00       |               |
| 130 00 <b>Trustee Scholarship Fund (part)</b> ..         | 130 00       |               |
| 370 65 <b>Scholarship Loan Fund (part)</b> ....          | 326 50—      | 39,326 78     |
| 985 24 <b>Unused income, above scholarships</b> .....    |              | 909 47        |
| 79,886 25 <b>C. G. Finney Memorial Fund</b> .....        | 81,466 37    |               |
| 2,778 37 <b>Jennie Allen Nurse Fund</b> .....            | 2,868 37     |               |
| 512 08 <b>Lewis Fund</b> .....                           | 510 12—      | 84,844 86     |
| 23,183 05 <b>Balance credits, sundry accounts</b> ...    |              | 23,984 84     |

#### COLLEGE

|   |           |            |
|---|-----------|------------|
| 67,959 59 <b>Endowment</b> .....                              | 67,959 59 |            |
| 19,634 41 <b>Dascomb Professorship</b> .....                  | 19,634 41 |            |
| 50,000 00 <b>Stone Professorship</b> .....                    | 50,000 00 |            |
| 55,881 37 <b>Fredrika B. Hull Professorship</b> ..            | 55,881 37 |            |
| 30,000 00 <b>Graves Professorship</b> .....                   | 30,000 00 |            |
| 30,000 00 <b>Brooks Professorship</b> .....                   | 30,000 00 |            |
| 23,748 25 <b>Monroe Professorship</b> .....                   | 23,748 25 |            |
| 25,000 00 <b>James F. Clark Professorship</b> ....            | 25,000 00 |            |
| 20,000 00 <b>Perkins Fund</b> .....                           | 20,000 00 |            |
| 25,000 00 <b>Avery Professorship</b> .....                    | 25,000 00 |            |
| 40,000 00 <b>L. H. Severance Professorship</b> ....           | 40,000 00 |            |
| 12,039 23 <b>Adelia A. Field Johnston Professorship</b> ..... | 12,039 23 |            |
| 6,196 00 <b>Severance Laboratory Fund</b> .....               | 6,196 00— | 405,458 85 |
| 1 14 <b>G. F. Wright Research Fund</b> .....                  |           | 1 14       |
| 1,000 00 <b>Jennie M. Williams Scholarship</b> ..             | 1,000 00  |            |
| 6,000 00 <b>Ellen M. Whitcomb Scholarship</b> ..              | 6,000 00  |            |
| 1,000 00 <b>Flora L. Blackstone Scholarship</b> ..            | 1,000 00  |            |
| 500 00 <b>Tracy-Sturges Scholarship</b> .....                 | 500 00    |            |

Amounts carried forward.....\$ 8,500 00 \$1,363,577 22

|          |   |           |                |
|----------|---|-----------|----------------|
|          | Amounts brought forward.....\$                  | 8,500 00  | \$1,363,577 22 |
| 1,500 00 | E. A. West Fund.....                            | 1,500 00  |                |
| 1,000 00 | Harvey H. Spelman Scholarship..                 | 1,000 00  |                |
| 1,000 00 | Lucy B. Spelman Scholarship....                 | 1,000 00  |                |
| 1,000 00 | Janet Whitcomb Scholarship.....                 | 1,000 00  |                |
| 1,000 00 | Mrs. F. E. Tracy Scholarship....                | 1,000 00  |                |
| 5,000 00 | Frank Dickinson Bartlett Scholar-<br>ship ..... | 5,000 00  |                |
| 2,000 00 | Andover Scholarships.....                       | 2,000 00  |                |
| 1,000 00 | J. C. Wilder Scholarship.....                   | 1,000 00  |                |
| 2,500 00 | The Comfort Starr Scholarship<br>Fund .....     | 2,500 00— | 24,500 00      |
| 216 80   | Unused income, above scholarships               |           | 322 10         |
| 13 35    | Balance credits, sundry accounts..              |           | 858 54         |

#### ACADEMY

|       |                                    |       |
|-------|------------------------------------|-------|
| 37 97 | Balance credits, sundry accounts.. | 22 44 |
|-------|------------------------------------|-------|

#### THEOLOGICAL SEMINARY

|           |  |            |
|-----------|--|------------|
| 34,281 88 | Endowment .....  | 34,281 88  |
| 21,371 10 | Finney Professorship.....                                | 21,371 10  |
| 8,935 84  | Morgan Professorship.....                                | 8,935 84   |
| 25,000 00 | Holbrook Professorship .....                             | 25,000 00  |
| 21,707 00 | Michigan Professorship.....                              | 21,707 00  |
| 4,750 00  | Place Fund.....  | 4,750 00   |
| 3,495 55  | Burrell Fund.....  | 3,495 55   |
| 133 39    | Hudson Fund.....   | 133 39     |
| 1,000 00  | Joshua W. Weston Fund.....                               | 1,000 00—  |
| 3,961 78  | West Fund.....   | 120,674 76 |
|           |  | 3,790 07   |
| 5,000 00  | Lemuel Brooks Scholarship.....                           | 5,000 00   |
| 1,500 00  | Jennie M. Rossiter Scholarship....                       | 1,500 00   |
| 1,000 00  | McCord-Gibson Scholarship.....                           | 1,000 00   |
| 1,000 00  | John Morgan Scholarship.....                             | 1,000 00   |
| 1,000 00  | Painesville Scholarship.....                             | 1,000 00   |
| 1,000 00  | Oberlin First Congregational<br>Church Scholarship.....  | 1,000 00   |
| 1,000 00  | Oberlin Second Congregational<br>Church Scholarship..... | 1,000 00   |
| 1,000 00  | Anson G. Phelps Scholarship.....                         | 1,000 00   |
| 1,000 00  | Butler Scholarship.....                                  | 1,000 00   |

Amounts carried forward.....\$ 13,500 00 \$1,513,745 13

|          |                                     |              |                |
|----------|-------------------------------------|--------------|----------------|
|          | Amounts brought forward.....        | \$ 13,500 00 | \$1,513,745 13 |
| 1,000 00 | Miami Conference Scholarship.....   | 1,000 00     |                |
| 1,250 00 | Tracy Scholarship.....              | 1,250 00     |                |
| 1,000 00 | Sandusky Scholarship.....           | 1,000 00     |                |
| 1,250 00 | Leroy H. Cowles Scholarship....     | 1,250 00     |                |
| 1,000 00 | Charles E. Fowler Scholarship....   | 1,000 00     |                |
| 700 00   | Emerson Scholarship (part).....     | 700 00       |                |
| 291 95   | Susan S. Button Fund.....           | 291 95—      | 19,991 95      |
| 616 69   | Unused income, above scholarships.  |              | 964 85         |
| 469 04   | Balance credits, sundry accounts... |              | 655 75         |

### CONSERVATORY

|           |                                   |           |           |
|-----------|-----------------------------------|-----------|-----------|
| 30,419 50 | Fenelon B. Rice Professorship.... | 30,419 50 |           |
| 20,734 90 | Reserve Fund.....                 | 25,090 16 |           |
| 731 60    | Loan Fund.....                    | 383 25—   | 55,892 91 |

### LIBRARY

|           |                                      |           |           |
|-----------|--------------------------------------|-----------|-----------|
| 21 00     | Library Fund.....                    | 21 00     |           |
| 827 00    | Class of '85 Fund.....               | 827 00    |           |
| 500 00    | Cochran Fund.....                    | 500 00    |           |
| 500 00    | Grant Fund.....                      | 500 00    |           |
| 500 00    | Hall Fund.....                       | 500 00    |           |
| 100 00    | Henderson Fund.....                  | 100 00    |           |
| 11,176 63 | Holbrook Fund.....                   | 11,176 63 |           |
| 500 00    | Keep-Clark Fund.....                 | 500 00    |           |
| 1,000 00  | Plumb Fund.....                      | 1,000 00  |           |
| 5,724 13  | E. K. Alden Fund.....                | 5,724 13  |           |
| 100 00    | Andrews Fund.....                    | 100 00    |           |
| 2,152 50  | Faculty Fund.....                    | 2,152 50— | 23,101 26 |
| 1,502 48  | Balance credits, sundry accounts.... |           | 1,442 89  |

### SPECIAL

|                       |   |                       |
|-----------------------|---|-----------------------|
| 522 50                | Foltz Tract Fund.....                           | 522 50                |
| <u>\$1,591,694 97</u> | Total funds and balances.....                   | <u>\$1,616,317 24</u> |
|                       | Total increase of funds and bal-<br>ances ..... | \$ 24,622 27          |

### Liabilities

|                       |                                   |                       |
|-----------------------|-----------------------------------|-----------------------|
| 18,204 33             | Deposits and personal accounts... | 18,094 47             |
| <u>\$1,609,899 30</u> |                                   | <u>\$1,634,411 71</u> |

*The foregoing Funds and Balances are invested in the following properties:*

**Notes and Mortgages distributed as follows:**

|                                  |             |              |
|----------------------------------|-------------|--------------|
| Cleveland .....                  | \$35,152 86 |              |
| Akron .....                      | 29,600 00   |              |
| Oberlin .....                    | 22,437 30   |              |
| Columbus .....                   | 11,400 00   |              |
| Lorain .....                     | 36,500 00   |              |
| Tallmadge .....                  | 1,000 00    |              |
| Wellington .....                 | 800 00      |              |
| Geneva .....                     | 800 00      |              |
| Collinwood .....                 | 6,000 00    |              |
| Farm lands in Ohio.....          | 76,365 00   |              |
| Total in Ohio.....               | <hr/>       | \$220,055 16 |
| Topeka .....                     | 11,759 67   |              |
| Eureka .....                     | 600 00      |              |
| Hutchinson .....                 | 5,000 00    |              |
| Wabaunsee .....                  | 350 00      |              |
| Farm lands in Kansas.....        | 22,383 00   |              |
| Total in Kansas.....             | <hr/>       | 40,092 67    |
| Matthews .....                   | 10,580 00   |              |
| Farm lands in Indiana.....       | 2,975 00    |              |
| Total in Indiana.....            | <hr/>       | 13,555 00    |
| Grand Rapids .....               | 19,600 00   |              |
| Farm lands in Michigan.....      | 32,880 00   |              |
| Total in Michigan.....           | <hr/>       | 52,480 00    |
| Chicago .....                    |             | 117,000 00   |
| Duluth .....                     |             | 12,600 00    |
| Des Moines .....                 | 940 00      |              |
| Davenport .....                  | 20,000 00   |              |
| Farm lands in Iowa.....          | 11,000 00   |              |
| Total in Iowa.....               | <hr/>       | 31,940 00    |
| Farm lands in Nebraska.....      |             | 1,591 00     |
| Timber lands in Mississippi..... |             | 4,901 20     |
| Total notes and mortgages.....   | <hr/>       | \$404,215 03 |

|                               |   |                   |
|-------------------------------|---|-------------------|
| Amount brought forward.....   |   | \$ 494,215 03     |
| <b>Stocks and Bonds—</b>      |   |                   |
| \$ 9,000 00                   | Knickerbocker Ice Co. bonds.....                              | \$ 8,186 43       |
| 20,000 00                     | United States Coal Co. bonds.....                             | 19,200 00         |
| 20,000 00                     | Cleveland & Eastern Ry. bonds.....                            | 18,000 00         |
| 30,000 00                     | Syracuse Rapid Transit bonds.....                             | 27,000 00         |
| 30,000 00                     | Wheeling Traction Co. bonds.....                              | 30,000 00         |
| 12,000 00                     | Elyria Building Co. bonds.....                                | 12,000 00         |
| 20,000 00                     | Railway Steel Spring Co. stock, pr....                        | 16,125 00         |
| 30,000 00                     | Northampton Portland Cement Co.<br>bonds .....                | 30,000 00         |
| 25,000 00                     | Steel Steamship Co. bonds.....                                | 24,750 00         |
| 20,000 00                     | Western Ohio Ry. Co. bonds.....                               | 15,825 00         |
| 10,000 00                     | Wellman-Seayer-Morgan Eng. Co.<br>bonds .....                 | 10,000 00         |
| 1,000 00                      | Rio Grande & Western Ry. Co. bonds.                           | 1,000 00          |
| 500 00                        | Northern Pacific Ry. Co. bond.....                            | 365 00            |
| 1,000 00                      | Euclid Heights Realty Co. bond.....                           | 1,000 00          |
| 1,000 00                      | First Nat. Bank Wellington, stock....                         | 1,250 00          |
| 25,000 00                     | Gilchrist Transportation Co. bonds....                        | 23,041 00         |
| 25,000 00                     | Great Lakes & St. Lawrence Trans-<br>portation Co. bonds..... | 23,181 50         |
|                               | Total stocks and bonds.....                                   | 260,923 93        |
| <b>Collateral Loans.....</b>  |   | <b>422,150 24</b> |
| <b>Real Estate—</b>           |   |                   |
|                               | Ashtabula (city property).....                                | \$ 1,000 00       |
|                               | Oberlin (city property).....                                  | 132,370 98        |
|                               | Cincinnati (city property).....                               | 4,000 00          |
|                               | Cleveland (city property).....                                | 7,600 00          |
|                               | Akron (city property).....                                    | 12,000 00         |
|                               | Toledo (city property).....                                   | 1,000 00          |
|                               | Elyria (city property).....                                   | 136 00            |
|                               | Farm lands in Ohio.....                                       | 1,900 00          |
|                               | Total in Ohio.....  | 160,006 98        |
|                               | Grand Rapids (city property).....                             | 11,849 00         |
|                               | Farm lands in Michigan.....                                   | 6,130 00          |
|                               | Total in Michigan.....  | 17,979 00         |
| Amounts carried forward ..... | \$177,985 98  | \$1,177,289 20    |

|                                 |                   |                |
|---------------------------------|-------------------|----------------|
| Amounts brought forward.....    | \$177,985 98      | \$1,177,289 20 |
| Topeka (city property).....     | 10,500 00         |                |
| Hutchinson (city property)..... | 1,400 00          |                |
| Farm lands in Kansas.....       | 33,592 70         |                |
| Total in Kansas.....            | <u>45,492 70</u>  |                |
| Fargo (city property).....      | 4,100 00          |                |
| Farm lands in North Dakota..... | 425 00            |                |
| Total in North Dakota.....      | <u>4,525 00</u>   |                |
| Chicago (city property).....    | 10,000 00         |                |
| St. Paul (city property).....   | 1,319 10          |                |
| Matthews (city property).....   | 410 38            |                |
| Farm lands in Nebraska.....     | 945 00            |                |
| Farm lands in Florida.....      | 200 00            |                |
| Farm lands in Washington.....   | 475 00            |                |
| Total real estate.....          | <u>241,353 15</u> |                |

#### **Sundries—**

|   |                  |                       |
|---|------------------|-----------------------|
| Construction acct. Baldwin Cottage (loan).... | 11,965 41        |                       |
| Construction acct. Talcott Hall (loan).....   | 13,075 46        |                       |
| Advances to Lord Cottage.....                 | 1,524 86         |                       |
| Advances to Stewart Hall.....                 | 1,526 00         |                       |
| Advances to Keep Home.....                    | 1,573 30         |                       |
| Advances to Museum.....                       | 1,213 85         |                       |
| Advances to English Theological Course.....   | 1,204 89         |                       |
| Advances to Scholarships.....                 | 314 24           |                       |
| Furnishings Park Hotel.....                   | 5,352 75         |                       |
| Unexpired insurance .....                     | 1,190 23         |                       |
| Time deposits (Savings & Trust Companies)...  | 2,000 00         |                       |
| Bills receivable .....                        | 23,044 64        |                       |
| Sundry accounts .....                         | 98,082 46        |                       |
| Loan to General Fund .....                    | 10,950 89        | 173,018 98            |
| Deposits subject to check and cash.....       | <u>42,750 37</u> |                       |
|   |                  | <u>\$1,634,411 75</u> |

# SUMMARY OF ASSETS

|   |                |
|---|----------------|
| Notes and Mortgages .....                   | \$ 494,215 03  |
| Stocks and Bonds.....                       | 260,923 93     |
| Collateral Loans .....                      | 422,150 24     |
| Real Estate .....                           | 241,353 16     |
| Sundries .....                              | 173,018 98     |
| Cash .....                                  | 42,750 37      |
|   | <hr/>          |
|   | \$1,634,411 71 |
| Buildings and Equipment (see page 186)..... | 745,950 00     |
|   | <hr/>          |
|   | \$2,380,361 71 |



*The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's Books. The values given are reasonable estimates based on their cost and present condition:*

|   |              |
|---|--------------|
| Spear Library .....                     | \$ 30,000.00 |
| French and Society Halls .....          | 14,000.00    |
| Peters Hall .....                       | 75,000.00    |
| Finney Laboratory .....                 | 9,000.00     |
| Warner Hall .....                       | 125,000.00   |
| Council Hall .....                      | 75,000.00    |
| Sturges Hall .....                      | 10,000.00    |
| Talcott Hall and furniture .....        | 65,000.00    |
| Baldwin Cottage and furniture .....     | 40,000.00    |
| Lord Cottage and furniture .....        | 24,000.00    |
| Stewart Hall .....                      | 4,000.00     |
| Keep Home .....                         | 3,000.00     |
| Other houses and College grounds .....  | 8,000.00     |
| Library .....                           | 50,000.00    |
| Women's Gymnasium .....                 | 8,000.00     |
| Physical and Chemical Apparatus .....   | 15,000.00    |
| Museum .....                            | 25,000.00    |
| Botanical Collection .....              | 7,500.00     |
| Musical Library .....                   | 3,000.00     |
| Musical Instruments and Apparatus ..... | 36,000.00    |
| Arboretum .....                         | 2,000.00     |
| Athletic Grounds .....                  | 2,950.00     |
| Severance Chemical Laboratory .....     | 69,500.00    |
| Warner Gymnasium .....                  | 45,000.00    |
|   | <hr/>        |
|   | \$745,950.00 |

# Report of the Auditing Committee for the Year ending August 31, 1904

*To the Board of Trustees of Oberlin College:*

Your Committee have personally examined all bonds, notes, mortgages, certificates of stock, deeds, and other evidences of property which were on hand at the beginning of the present year, or were received during the year, and also all securities held as collateral for loans.

We find that all are now in the hands of the Treasurer or are fully accounted for, and that all payments of principal endorsed on any of the securities, and all payments for real estate sold, have been properly credited on the books of the College.

Your Committee also employed the services of Mr. A. J. Horn, of Cleveland, an expert public accountant and auditor, who submitted to us the following report:

"The Cash Balance as shown by the Treasurer's cash account on Ledger was verified by actual count of money in office and reconciled bank balances.

"All disbursements appearing on Treasurer's Cash Book were checked with vouchers and other voucher evidence.

"All receipts and disbursements appearing on Treasurer's Cash Book were carefully refooted and extensions examined.

"All entries appearing on Cash Book were found correctly posted as evidenced by the casting of balances in Trial Balance, which was confirmed by re-checking with Ledger.

"All detailed sheets of investments were compared with face of Ledger."

Your Committee desire again to commend the methods employed in the Treasurer's office, and the thoroughness and accuracy with which the accounts are kept.

(Signed) IRVING W. METCALF,  
E. J. GOODRICH,  
Auditing Committee.

## **Actions taken at the Meeting of the Trustees, November 16, 1904**

There were present: President King, Messrs. Burton, Cochran, Cowles, Ford, Gates, Goodrich, H. H. Johnson, Metcalf, Mills, Shedd, Smith, Starr, Strong, Tenney, and Troup.

The election of trustees resulted as follows:

Hon. Theodore E. Burton, Cleveland, Ohio, re-elected by the alumni, full term.

Mr. P. D. Cravath, New York, N. Y.; Dr. C. J. Ryder, Stamford, Conn.; and Mr. C. B. Shedd, Chicago, Ill., re-elected for the full term.

Mr. Charles W. Williams was appointed as Assistant to the President, for the period of two years, the especial work to be that of increasing the material equipment of the College.

The Trustee members of the various Advisory Committees, whose terms expire January 1, 1905, were re-elected.









RECEIVED

**BULLETIN  
OF OBERLIN COLLEGE  
NEW SERIES No. 19**

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**ANNUAL REPORTS  
OF THE PRESIDENT AND THE  
TREASURER OF OBERLIN  
COLLEGE 1904-05**



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OBERLIN COLLEGE

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# ANNUAL REPORTS

OF THE PRESIDENT AND THE  
TREASURER OF OBERLIN  
COLLEGE FOR 1904-05

PRESENTED TO THE BOARD  
OF TRUSTEES AT THE ANNUAL  
MEETING, NOVEMBER 22, 1905

OBERLIN, OHIO  
PUBLISHED BY THE COLLEGE  
December 1, 1905.

**NEWS PRINTING COMPANY**  
**OSHERLIN, OHIO**

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## THE BOARD OF TRUSTEES

REV. HENRY CHURCHILL KING, D.D., PRESIDENT

### TERM EXPIRES JANUARY 1, 1907

|                                       |           |                       |
|---------------------------------------|-----------|-----------------------|
| FREDERICK N. FINNEY,                  | . . . . . | <i>St. Louis, Mo.</i> |
| EDWARD J. GOODRICH,                   | . . . . . | <i>Oberlin, O.</i>    |
| LOUIS H. SEVERANCE,                   | . . . . . | <i>New York City.</i> |
| LUCIEN C. WARNER, <sup>1</sup> LL.D., | . . . . . | <i>New York City.</i> |

### TERM EXPIRES JANUARY 1, 1908

|                               |           |                       |
|-------------------------------|-----------|-----------------------|
| WILLIAM C. COCHRAN,           | . . . . . | <i>Cincinnati, O.</i> |
| REV. FRANKLIN S. FITCH, D.D., | . . . . . | <i>Buffalo, N. Y.</i> |
| IRVING W. METCALF,            | . . . . . | <i>Oberlin, O.</i>    |
| MERRITT STARR, <sup>1</sup>   | . . . . . | <i>Chicago, Ill.</i>  |

### TERM EXPIRES JANUARY 1, 1909

|                          |           |                       |
|--------------------------|-----------|-----------------------|
| AMZI L. BARBER,          | . . . . . | <i>New York City.</i> |
| CHARLES F. COX,          | . . . . . | <i>New York City.</i> |
| WILLIAM N. GATES,        | . . . . . | <i>Elyria, O.</i>     |
| REV. JUDSON SMITH, D.D., | . . . . . | <i>Boston, Mass.</i>  |

### TERM EXPIRES JANUARY 1, 1910

|                               |           |                       |
|-------------------------------|-----------|-----------------------|
| DUDLEY P. ALLEN, <sup>1</sup> | . . . . . | <i>Cleveland, O.</i>  |
| JOHN G. W. COWLES, LL.D.,     | . . . . . | <i>Cleveland, O.</i>  |
| REV. CHARLES S. MILLS, D.D.,  | . . . . . | <i>St. Louis, Mo.</i> |
| REV. HENRY M. TENNEY, D.D.,   | . . . . . | <i>Oberlin, O.</i>    |

### TERM EXPIRES JANUARY 1, 1911

|   |           |                             |
|---|-----------|-----------------------------|
| HON THEODORE E. BURTON, <sup>1</sup> LL.D., | . . . . . | <i>Cleveland, O.</i>        |
| REV. CHARLES J. RYDER, D.D.,                | . . . . . | <i>New York City.</i>       |
| CHARLES B. SHEDD,                           | . . . . . | <i>Chicago, Ill.</i>        |
| CHARLES M. HALL,                            | . . . . . | <i>Niagara Falls, N. Y.</i> |

### TERM EXPIRES JANUARY 1, 1912

|   |           |                          |
|---|-----------|--------------------------|
| H. CLARK FORD,                            | . . . . . | <i>Cleveland, O.</i>     |
| HOMER H. JOHNSON,                         | . . . . . | <i>Cleveland, O.</i>     |
| REV. SIDNEY D. STRONG, <sup>1</sup> D.D., | . . . . . | <i>Oak Park, Ill.</i>    |
| JAMES O. TROUP,                           | . . . . . | <i>Bowling Green, O.</i> |

<sup>1</sup>Elected by the Alumni.

## THE COLLEGE ADMINISTRATION - 1905-06.

### THE TRUSTEES: OFFICERS AND COMMITTEES

*President*, HENRY CHURCHILL KING

*Assistant to the President*, CHARLES W. WILLIAMS

*Treasurer*, JAMES R. SEVERANCE

*Secretary*, GEORGE M. JONES

*Appointments*:—Tenney, Allen, H. H. Johnson, Mills.

*Auditing*:—Troup, Tenney.

*Honorary Degrees*:—King, Smith, Fitch.

*Investment*:—King, Ford, Gates, H. H. Johnson, J. R. Severance, L. H. Severance.

*Nomination of Trustees*:—Warner, Mills, Metcalf.

*Prudential*:—King, Doolittle, E. P. Johnson, Mrs. Johnston, G. M. Jones, Morrison, Root, J. R. Severance, Swing.

### JOINT COMMITTEES OF TRUSTEES AND FACULTY

*Administration Building*:—King, L. H. Severance, Doolittle, G. M. Jones, Peck, J. R. Severance, Miss Wolcott.

*Art Building*:—King, D. P. Allen, W. N. Gates, C. S. Mills, L. H. Severance, Mrs. Johnston, Martin, St. John.

*Biological Science Building*:—King, D. P. Allen, C. J. Ryder, Grover, L. Jones, Leonard.

*Chapel*:—King, H. H. Johnson, C. S. Mills, Doolittle, J. R. Severance, Morrison, Swing.

*Library*:—King, I. W. Metcalf, Bosworth, Root, St. John.

*New Half Million Fund*:—King, H. C. Ford, L. H. Severance, Bosworth, Root.

## OFFICERS AND COMMITTEES

7

### THE COUNCIL:—OFFICERS AND COMMITTEES

#### GENERAL COUNCIL

*Chairman, KING*

*Vice-Chairman, ROOT*

*Clerk, MARTIN*

*Appointment of Instructors and Adjustment of Work:—King, Bosworth, Martin, Morrison, St. John.*

*Budget:—Root, Jewett, King, Peck, St. John.*

#### COLLEGE COUNCIL

*Chairman, KING*

*Vice-Chairman, ROOT*

*Clerk, MARTIN*

*Appointments:—King, Jewett, Martin, St. John, Wager.*

*Budget:—St. John, Anderegg, Root.*

#### CONSERVATORY COUNCIL

*Chairman, MORRISON*

*Secretary, LEHMANN*

*Appointments:—Morrison, Andrews, Carter, Sweet.*

*Budget:—Morrison, Heacox.*

### THE FACULTY:—OFFICERS AND COMMITTEES

#### GENERAL FACULTY

*Chairman, KING*

*Vice-Chairman, ROOT*

*Clerk, MARTIN*

*Art Exhibition:—Martin, Cole, Mrs. Johnston, Lord, St. John.*

*Athletics:—Leonard, Miller, St. John. [See also Regulation of Athletic Sports.]*

*Care of Buildings:—See Committee of Prudential Committee.*

*Catalogue:—G. M. Jones, Bosworth, Peck, Root, Miss Wattles.*

*Chapel Seating:—Miller, Mrs. Fargo, Miss Fitch, Luckey, Peck, Miss Wolcott, Mrs. Woodford.*



*Commencement and Other Public Occasions:—*

1. *General Arrangements*—King, Bosworth, Carter, Cowdery, Miss Fitch, Grover, G. M. Jones, Leonard, Morrison, Peck, Root, Wager.
2. *Entertainment of Guests*—Morrison, Burr, Mrs. Johnston.
3. *Processions and Seating*—Wager, Cole, Heacox, Lord.
4. *Alumni Dinner*—Cowdery, Carter, Breckenridge, Caskey, Jameson, Luckey.
5. *Decoration*—Grover, Kimball, Miss Oakes, Taylor, Miss Thompson.
6. *Distribution of Tickets*—Leonard.

*Conference on Professional or Technical Study*:—St. John, Fullerton, Leonard, Wolfe.

*Discipline*:—Miller, Caskey, King, Morrison, Peck, St. John.

*General Art Interests*:—Martin, Mrs. Johnston, Dickinson, Kimball, Miss Oakes.

*Graduate Study and Degrees in Course*:—Anderegg, Cole, Fullerton, MacLennan, Wolfe.

*Gymnasium*:—*Men*, Leonard, Miller, St. John. *Women*, Miss Hanna, Miss Abbott, Miss Hosford, Miss Wattles, Miss Wickwire.

*Honorary Degrees*:—King, Bosworth, Root, Wager, Wright.

*Intercollegiate Debate*:—Caskey, Root, Wager, Wolfe.

*Lectures and Entertainments*:—Martin, Bosworth, King, MacLennan, Morrison, Wightman.

*Library*:—St. John, Bosworth, Dickinson, Grover, Martin, Root, Shaw, Wager, Wightman.

*Musical Organizations*:—G. M. Jones, Morrison, Peck.

*Nominations*:—King, Bosworth, Jewett, St. John.

*Outside Representation and Newspaper Correspondence*:—G. M. Jones, Cole, Currier, Lord, Wager.

*Petitions and Requests from Students*:—Jewett, Miss Fitch, L. Jones, Miller, Morrison.

*Printing and Clerk Hire*:—G. M. Jones, Caskey, Miller, Peck, Wager.

*Regulation of Athletic Sports*:—*Faculty*, St. John, Leonard, Miller; *Alumni*, W. C. Clancy, '97; A. G. Comings, '77; G. C. Jameson, '90; *Students*, W. R. Barrows, '06; R. H. Long, '06; H. W. Spiers, '07.

*Religious Work*:—Bosworth, Andrews, Cole, Cowdery, Heacox, Miss Hosford, Shaw, Sweet, Taylor, Wright.

*Requests for Work with Private Teachers:*—Peck, Miss Fitch, Miller, Mrs. Woodford.

*Secondary Schools:*—Miller, G. M. Jones, MacLennan, Peck, St. John.

*Situations for Graduates:*—Miller, Bohn, Miss Fitch, G. M. Jones, Wager.

*Social Occasions:*—Grover, Miss Abbott, Miss Brownback, Cowdery, Mrs. Fargo, Miss Fitch, Jameson, Kimball, Shaw, Miss Wickwire, Wightman.

*Student Publications and Exercises:*—Jewett, Caskey, Wager.

*Summer School:*—MacLennan, Anderegg, Cole, Martin, Miller.

*Supervision of Appeals to Alumni:*—King, Bosworth, Dr. G. C. Jameson, G. M. Jones, Lord, Morrison, Root, St. John, Williams.

## COLLEGE FACULTY

*Chairman,* KING

*Vice-Chairman,* ROOT

*Clerk,* MARTIN

*Dean of College and Graduate Men,* MILLER

*Dean of College and Graduate Women,* MISS FITCH

*Assigning Officer,* CASKEY

*Advisory Officer,* WAGER

*Registrar,* MISS WOLCOTT

*Additional Work and Substitutions:*—Cole, Miss Abbott, Anderegg, Cowdery, Miss Fitch, Miss Hanna, Lord, Martin, Miller, Wager, Miss Wolcott.

*Admission:*—G. M. Jones, Miss Abbott, Anderegg, Cole, Grover, L. Jones, Martin, Miller, St. John, Wager, Wightman, Miss Wolcott.

*Class Prayer-Meeting Leaders:*—*Seniors,* King; *Juniors,* Mrs. Johnston; *Sophomores,* Root; *Freshmen,* Miss Fitch.

*Course of Study:*—Martin, Miller, Wager.

*Failure in Scholarship:*—Miller, Cole, Cowdery, Miss Fitch, Martin, Miss Wolcott.

*Free Tuition and Beneficiary Aid:*—*Men,* G. M. Jones, Jewett, Martin, Miller, Wightman. *Women,* Miss Hosford, Miss Abbott, Mrs. Fargo, Miss Fitch, Miss Hanna.

*Nominations:*—King, Anderegg, Jewett, Wager.

*Schedules:*—Caskey, Lord.

*Student Conferences:*—King, Miller, Wager.

## THE COLLEGE ADMINISTRATION

## THEOLOGICAL FACULTY

*Chairman and Dean*, BOSWORTH

*Secretary and Registrar*, FULLERTON

*Advertising, Newspaper Correspondence, and Printing*:—Bosworth, Fullerton, Miskovsky.

*Catalogue*:—Bosworth, Fullerton.

*Commencement*:—Bosworth, Caskey, Currier, Miskovsky.

*Council Hall*:—Fullerton, Bosworth, Miskovsky.

*Curriculum*:—Bosworth, Fullerton, Swing.

*Endowment*:—Bosworth, King, Currier, Swing.

*Finance and Budget*:—Bosworth, King, Swing.

*Outside Representation and Lectures*:—Bosworth, Fullerton, Wright.

*Pulpit Supplies*:—Currier, Fullerton, Bosworth.

*Scholarships and Loans*:—Currier, King, Swing.

*Slavic Department*:—Miskovsky, Bosworth, Currier, Swing.

*Student Employment Fund*:—Bosworth, Currier, Wright.

## CONSERVATORY FACULTY

*Chairman*, MORRISON

*Secretary* LEHMANN

*Dean of Conservatory Women*, MRS. WOODFORD

*Artists' Recitals*:—Morrison, Adams, Breckenridge.

*Graduation*:—Morrison, Dickinson, Heacox, Mrs. Woodford, and other teachers of candidate in question.

## ACADEMY FACULTY

*Chairman*, PECK

*Secretary*, MISS HOSFORD

*Dean of Academy Women*, MRS. FARGO

*Appointments and Budget*:—Peck, Miss Brownback, Miss Hosford, Shaw, Miss Smithe, Miss Thompson.

## OFFICERS AND COMMITTEES

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### PRUDENTIAL COMMITTEE:—OFFICERS AND COMMITTEES

*Chairman, KING*

*Secretary, G. M. JONES*

*Advertising:—G. M. Jones, Severance.*

*Arboretum:—Grover, Mrs. Johnston.*

*Boarding Halls:—Root, Johnson.*

*Budget:—Root, Morrison.*

*Buildings and Grounds:—C. P. Doolittle, King.*

*Janitors:—Chemical, Botany Laboratory, French, Peters, Society, Spear, Sturges, Doolittle; Men's Gymnasium, Leonard; Warner, Morrison; Women's Gymnasium, Miss Hanna; Council, Bosworth.*

*Rented Buildings:—Doolittle, Morrison, Severance.*

*Superintendent of Buildings and Grounds:—C. P. Doolittle.*

*Use of Peters Hall:—St. John.*

*Use of Sturges Hall:—Mrs. Johnston.*

*Use of Warner Gymnasium:—Leonard.*

*Use of Other Buildings:—C. P. Doolittle.*

### THE WOMEN'S BOARD OF MANAGERS

*Dean of College and Graduate Women:—Miss Florence M. Fitch.*

*Dean of Conservatory Women:—Mrs. Harmonia W. Woodford.*

*Dean of Academy Women:—Mrs. Edith C. Fargo.*

*Term Expires 1905:—Mrs. Kate W. Morrison, Mrs. Alice M. Swing.*

*Term Expires 1906:—Miss Frances J. Hosford, Miss Delphine Hanna.*

*Term Expires 1907:—Miss Arletta M. Abbott, Mrs. Marion J. P. Hatch.*

## THE COLLEGE ADMINISTRATION

## ADVISORY COMMITTEES

## SEMINARY

Franklin S. Fitch,<sup>1</sup> D.D., '70, 45 Lexington Ave., Buffalo, N. Y., Chairman.

Edward T. Harper,<sup>2</sup> '81, 730 West Adams St., Chicago, Ill.

Casper W. Hiatt,<sup>3</sup> D.D., t. '85, 820 Logan Ave., Cleveland, O.

## ACADEMY

Merritt Starr,<sup>1</sup> '75, 916 Monadnock Block, Chicago, Ill., Chairman.

Oscar S. Kriebel,<sup>2</sup> '89, Perkiomen Seminary, Pennsburg, Pa.

Rovillus R. Rogers,<sup>3</sup> '76, 627 East 6th St., Jamestown, N. Y.

## CONSERVATORY

Lucien C. Warner,<sup>1</sup> '65, 634 Broadway, New York, N. Y., Chairman.

Mrs. Helen Tupper-Kinder,<sup>2</sup> (Mrs. W. H.), c. '85, 824 Washington Ave., Findlay, O.

George B. Siddall,<sup>3</sup> '91, 1015 Garfield Building, Cleveland, O.

## DRAWING AND PAINTING

Irving W. Metcalf,<sup>1</sup> '78, Oberlin, O., Chairman.

Arthur S. Kimball,<sup>2</sup> Oberlin, O.

Alfred V. Churchill,<sup>3</sup> h. '98, Columbia University, New York, N. Y.

## LIBRARY

Charles S. Mills,<sup>1</sup> D.D., h. '01, 5139 Westminster Place, St. Louis, Mo., Chairman.

Mrs. Salome Cutler Fairchild,<sup>2</sup> (Mrs. E. M.), Library School, Albany, N. Y.

Charles P. Treat,<sup>3</sup> '70, 80 Broadway, New York, N. Y.

## ANCIENT LANGUAGES

Judson Smith,<sup>1</sup> D.D., t. '63, 14 Beacon St., Boston, Mass., Chairman.

James B. Smiley,<sup>2</sup> '89, 671 Jennings Ave., Cleveland, O.

A. B. Bragdon,<sup>3</sup> Monroe, Mich.

## MODERN LANGUAGES

Sydney D. Strong,<sup>1</sup> D.D., '81, 234 North Elmwood Ave., Oak Park, Ill., Chairman.

William I. Thomas,<sup>2</sup> University of Chicago, Chicago, Ill.

Henry T. West,<sup>3</sup> '91, Kenyon College, Gambier, O.

<sup>1</sup> Term expires January 1, 1908.

<sup>2</sup> Term expires January 1, 1909.

<sup>3</sup> Term expires January 1, 1907.

## PHILOSOPHY

Henry M. Tenney,<sup>1</sup> D.D., Oberlin, O., Chairman.  
Pitt G. Knowlton,<sup>2</sup> '90, Fargo College, Fargo, N. D.  
Raymond H. Stetson,<sup>3</sup> '93, Beloit College, Beloit, Wis.

## HISTORY

James O. Troup,<sup>1</sup> '70, Bowling Green, O., Chairman.  
John R. Commons,<sup>2</sup> '88, University of Wisconsin, Madison, Wis.  
George B. Heazleton,<sup>3</sup> '79, Hayward Building, San Francisco, Cal.

## MATHEMATICS

Homer H. Johnson,<sup>1</sup> '85, 1009 American Trust Building, Cleveland, O.,  
Chairman.  
Walter N. Crafts,<sup>2</sup> '92, Oberlin, O.  
Albert M. Johnson,<sup>3</sup> 2735 Michigan Ave., Chicago, Ill.

## BIOLOGICAL SCIENCE

Dudley P. Allen,<sup>1</sup> '75, 260 Euclid Ave., Cleveland, O., Chairman.  
Charles J. Chamberlain,<sup>2</sup> '88, University of Chicago, Chicago, Ill.  
Charles A. Kofoed,<sup>3</sup> '90, University of California, Berkeley, Cal.

## OTHER PHYSICAL SCIENCES

H. Clark Ford,<sup>1</sup> 917-921 Williamson Building, Cleveland, O., Chairman.  
Charles M. Hall,<sup>2</sup> '85, 136 Buffalo Ave., Niagara Falls, N. Y.  
Robert A. Millikan,<sup>3</sup> '91, University of Chicago, Chicago, Ill.

## ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR MEN

William C. Cochran,<sup>1</sup> '69, 313 Johnston Bldg., Cincinnati, O., Chairman.  
Thomas D. Wood,<sup>2</sup> '88, Columbia University, New York, N. Y.  
James B. Dill,<sup>3</sup> 27-29 Pine St., New York, N. Y.

## ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR WOMEN

Charles F. Cox,<sup>1</sup> '69, Grand Central Station, New York, N. Y., Chairman.  
Miss Harriet L. Keeler,<sup>2</sup> '70, 93 Olive St., Cleveland, O.  
Mrs. Agnes Warner Mastick,<sup>3</sup> (Mrs. S. C.), '92, 35 Mount Morris Park,  
W., New York, N. Y.

## ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

Hon. Theodore E. Burton,<sup>1</sup> '72, 709 Society for Savings Building, Cleve-  
land, O., Chairman.  
Thomas N. Carver,<sup>2</sup> Harvard University, Cambridge, Mass.  
E. Dana Durand,<sup>3</sup> '93, 1303 Columbia Road, Washington, D. C.

<sup>1</sup> Term expires January 1, 1908.

<sup>2</sup> Term expires January 1, 1909.

<sup>3</sup> Term expires January 1, 1907.



# The Annual Report for 1904-05

Presented by the President to the Trustees at the Annual Meeting, November 22, 1905

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:

Gentlemen: As President of the College, I have the honor to submit the following report for the academic year 1904-05.

## I. TRUSTEES

### *Election of Members*

At the last annual meeting of the Board, Hon. Theodore E. Burton, Mr. Paul D. Cravath, Dr. Charles J. Ryder, and Mr. Charles B. Shedd were elected to succeed themselves, for the term ending January 1, 1911, Hon. Theodore E. Burton being elected by the alumni as their representative for this term. Mr. Paul D. Cravath felt compelled, on account of the present pressure of his own business, to decline his reelection, and the Trustees reluctantly accepted Mr. Cravath's resignation, with the earnest hope that he might later be able to return to membership in the Board. At the semi-annual meeting of the Trustees in June, Mr. Charles M. Hall, of Niagara Falls, New York, of the Class of 1885, was elected to fill the vacancy caused by the resignation of Mr. Cravath, for the term ending January 1, 1911. There are now no vacancies in the Board.

The terms of office, however, of Mr. H. Clark Ford, Mr. Homer H. Johnson, Dr. Sydney D. Strong, and Mr. James O. Troup expire January 1, 1906. The successor to Dr. Strong as the Alumni Trustee for this term, has already been elected by



the vote of the alumni, and will be reported for the first time, according to custom, at the meeting of the Board. The successors of Mr. Ford, Mr. Johnson, and Mr. Troup should be elected by the Trustees at this meeting.

### *The Work of the Trustees*

So full a statement of the organization, methods, and general work of the Trustees was given in the report for last year, that it will not be necessary the present year to cover that ground in detail. It is expected that at the present meeting, the final changes in the revised report of the Committee on Codification may be made, and the By-Laws of the College, including those of the Trustees, be fully adopted. Only two or three minor points remain yet to be settled. The By-Laws will then be printed in final form, and accessible for consultation by all needing them. The alumni will be glad to know that these By-Laws cover quite fully, the entire organization of the College, including the work of the Trustees and their Committees, of the administrative officers of the College, of the Councils, of the Faculties, and of the Advisory Committees, and give, beside, the conditions upon which degrees are granted. The By-Laws, so far as concerns the Trustees, record for the most part simply present practice, so that this report does not call for change in the presentation of the work of the Trustees made last year.

It cannot fail to be of great value to the College to have the By-Laws governing all parts of its work thus carefully codified and accessible. Unity, thoroughness, definiteness, and economy of administration on the part of the various officers, Councils, Faculties, and Committees must be furthered by the adoption of these comprehensive By-Laws, as they have been worked out in final form through the thought and care of the original Trustee Committee, the Council Committee, and other officers. Already, because of this report in its printed form, the College has been able

to answer very important inquiries from the outside, in a way much more satisfactory than would have been possible earlier. It was especially important, for example, that it should be possible to put such a copy of the Charter and By-Laws of the College in the hands of the Trustees of the Carnegie Foundation.

The President wishes to recognize again the very important and self-sacrificing services rendered by the Trustees in connection with the Investment Committee, the Committee on Appointments, various Building Committees, and the Advisory Committees, and the valuable coöperation given both to the President and to his Assistant in frequent consultations concerning plans for the further advancement of the College. The College cannot forget that its most valuable and influential connection with its natural constituency, actual and prospective, must be through official representatives in the Board of Trustees. And it counts their interest and influence among its most valuable assets.

### *Important Official Actions*

It will be appropriate to bring into this historical survey of the college year, especially for the benefit of the alumni and friends of the College, a brief summary of the more important official actions of the Trustees during the year covered by this report. Aside from the election of members of the Board, already given, and the appointments, a full list of which will be found in a later section of the report, under the heading, *Faculty*, these actions may be summarized as follows:

At the Annual Meeting, November 16, 1904

Perhaps the most important single action of the Trustees at this meeting was the creation of the office of Assistant to the President, and the election of Mr. Charles W. Williams to that office. The President believes that this appointment is not only of importance to Oberlin, but points the way in which a very

difficult part of the presidential problem may be wisely solved in many other institutions as well. The increasing of the financial resources of the College must be regarded, no doubt, as a presidential function. But no man who means to be the real educational head of an institution can give the great bulk of his time to that work; and the President has been clear from the beginning that he had no right so to interpret his office. He could do justice neither to himself nor to the College, if he did not aim to be its educational head. The scope of the President's work, in any case, is quite as broad as health or growth can allow; and wherever wise supplementing of the presidential office can be brought in, the College must be the ultimate gainer. And the President has welcomed with peculiar pleasure the close companionship and enthusiastic help of his Assistant.

It was voted to confirm the action of the Faculty in extending the Teachers' Course in Physical Training to include men as well as women. The establishment of this new course grew most naturally out of the work already done by the College in this direction, and will undoubtedly prove a further attraction for men.

A committee of three, consisting of Drs. Mills, Tenney, and Strong, was appointed to coöperate with Dean Bosworth in meeting the needs of the Theological Seminary.

Messrs. Strong, Starr, and Cochran were appointed a Committee to investigate the question of making the College more attractive for men, and presented a very careful and suggestive report, in a printed pamphlet, to the Trustees at the semi-annual meeting in June. The chief positive recommendations of that report are perhaps contained in the following paragraph:

"If, now, the magnificent Warner Hall, devoted mainly to the training of women in this fine and useful art [of music], were balanced by a school of technology, giving courses in engineering, electricity, industrial chemistry, applied physics and mechanics, hydraulic and sanitary construction and kindred studies, we would see an influx of men students which

would greatly increase their percentage of the total. If to that were added the courses in constitutional history and commercial law, and in the shop work which the Faculty have so often urged, the proportion would be increased; and if the men were provided with a Club House or Y. M. C. A. building of modern, up-to-date fashion, and dormitories were provided to a number equal to that provided for women, the equilibrium would be brought within sight."

It surely is not necessary for the President, in view of repeated utterances already made, to express his complete agreement with the desirability of the carrying out of at least most of these recommendations. He has held steadily the conviction that these changes were necessary, and has made more than one attempt to bring them to pass, and he has not given up their accomplishment.

The revision of the important report of the Committee on Codification was also considered and adopted with minor modifications, with the exception of a single section, which was further discussed at the June meeting, and still awaits final settlement at the present meeting in November of this year.

At the Semi-Annual Meeting, June 26, 1905

Besides passing upon an unusually long list of appointments, and receiving reports—mostly of progress—from various other standing committees, and approving various Faculty recommendations as to degrees and diplomas, the Trustees, at the semi-annual meeting in June, took action also upon the following important points:

Messrs. Starr, Shedd, and Troup were appointed a special committee to consider the possibility of making a beginning in shop work facilities, and upon their recommendation, the Trustees authorized the President and the Prudential Committee "to provide suitable equipment for beginning shop work, and to employ one teacher for shop work and one teacher of political science and related subjects, each at a salary not to exceed the salary

of an associate professor, as soon as the funds for that purpose can be secured."

It was voted that Dr. Warner, Dr. Tenney, and Mr. Root, of the Prudential Committee, be appointed a special committee "to investigate the financial relation of the Conservatory to the entire Institution, to report at its next annual meeting." And further action with reference to Article 4, Section 5 (the section dealing with this point), of the revised By-Laws, was deferred until that time.

Messrs. H. H. Johnson, Shedd, and Cox were also appointed a special committee "to investigate what changes of method, if any, should be made in the manner and methods of investment of college funds, to report at the next meeting."

The *budget* for the college year following, is always adopted at the semi-annual meeting in June, and there should find a place in this report, therefore, at this point, an outline of the budget for the college year 1905-06:

#### *Income*

|                            |              |
|----------------------------|--------------|
| University .....           | \$24,290.00  |
| College .....              | 66,395.00    |
| Theological Seminary ..... | 11,580.00    |
| Academy .....              | 14,800.00    |
|                            | <hr/>        |
|                            | \$117,065.00 |

#### *Expenses*

|                            |              |
|----------------------------|--------------|
| University .....           | \$36,473.00  |
| College .....              | 51,486.00    |
| Theological Seminary ..... | 12,123.00    |
| Academy .....              | 16,750.00    |
|                            | <hr/>        |
|                            | \$116,832.00 |
| Surplus .....              | \$ 233.00    |

#### The Conservatory of Music—

|                |             |
|----------------|-------------|
| Income .....   | \$61,650.00 |
| Expenses ..... | 58,800.00   |

The budget, as adopted by the Trustees, goes into full detail, and by vote of the Trustees, June 23, 1902, the budget as adopted is to be "considered as appropriations, and the amount for various expenses shall not be exceeded without the special authorization of the Prudential Committee."

Upon recommendation of the Faculty and Trustee Committees on *Honorary Degrees*, and of the General Faculty, four honorary degrees were voted: The degree of Master of Arts, to Mrs. Lucy Miner Bosworth, of the Class of 1883; the degree of Doctor of Divinity, to Rev. William James Dawson, of London, England; the degree of Doctor of Science, to Rev. John Thomas Gulick, Ph.D., of Oberlin; and the degree of Doctor of Laws to Professor Thomas Nixon Carver, Ph.D., of Harvard University.

#### *Prudential Committee Actions*

As the *Prudential Committee* is empowered by the Trustees to act for them *in interim*, it is appropriate that a brief summary of the more important *actions* of that Committee, not elsewhere covered in this report, should find record here—these actions becoming Trustee actions upon their approval by the Trustees.

On December 1, 1904, the Committee authorized the Librarian to complete the card catalogue of the Olney Collection, which is now in the Gallery in Cleveland, and to make a duplicate complete catalogue to be kept in Oberlin. This action seemed important for the highest usefulness of the Collection.

On January 12, 1905, the removal of the Finney House was authorized, to clear the ground for the new Chapel building.

The various actions of the Prudential Committee growing out of the Baldwin Cottage fire, are covered by the report of the Superintendent of Buildings and Grounds.

February 1, it was voted to approve the recommendation of the Committee on the Library that the firm of Patton and Miller be asked to provide plans for the new Carnegie Library.

On April 6, the Committee voted to approve the recommendation from the General Council, making the needful adjustments in the teaching force, on account of the death of Professor Albert Allen Wright; and on April 27, the Secretary was authorized to issue a memorial pamphlet for Professor Wright, to be mailed to all the alumni of the College.

On May 19, complete arrangements were made for the expenditure of the gift of \$1,000 from the Boston donor, for the improvement of the Campus.

June 1, the Committee approved a recommendation from the Women's Board, as follows:

"That in view of the great demand for rooms, we recommend that three years be the limit of residence in Baldwin and Talcott until we have more dormitories; residence in Lord, Talcott, or Baldwin to count in the other halls; students who have had part of their time in the halls to be on the preferred list for re-admission; those now in the halls to be permitted to complete four years; and the general plan to be stated in the Catalogue; this recommendation to include all residents of the halls except the Deans and the Director of the Women's Gymnasium."

The reason for the recommendation is contained in the minute. But it seemed best, later, to the Women's Board to defer the carrying out of the recommendation for a year.

On June 1, the Committee on Chapel were authorized to advertise for bids; but on August 24, in view of the fact that all the bids received for the construction of the new Finney Memorial Chapel ran beyond the amount available for the building, it was voted that the builders be notified that all bids are rejected; and steps were taken to see what could be done in the way of alteration of the chapel plans. On September 19, after consultation on various points with the architect, with Mr. Finney, and with the Trustee members of the Chapel Committee, for the guidance of the architect, the following votes were passed: 1, That we think it very important that the chapel be constructed of stone; 2, that we see no objection to the use of rock-faced stone; 3, that

we do not wish to reduce the seating capacity below that provided for in the plans, as first submitted. And the architect was asked to see if he could not meet these conditions and still bring the building within the amount of money available.

On October 5, a definite agreement was entered into with the First Church, the Committee voting to approve the payment of the sum of \$900 per year for the use of the First Church, to date from the time when the College began to use the Church for the college chapel exercises. The Church Committee later voted to grant the use of the Church for the first five months to the College without charge, the payments by the College to begin in September, 1903. This arrangement seemed to be the most fair and equitable one that could be made on both sides.

On October 12, the Committee approved of the appointment of a broadly representative Committee for the Supervision of all Appeals which are made to the alumni of the College, the details of the plan to be referred to the President and his Assistant, with power. This action is important, as rightly guarding the interests both of the alumni and of the College.

## II. DONORS

In the aggregate, a very encouraging number of gifts have come in during the year, either in cash or in subscriptions. And mention should first be made, certainly, of the very generous *extension of time* for the completion of the Half Million Fund on the part of the Boston donor of the first \$100,000. This donor has shown throughout such consideration of the alumni, and such genuine regard for the best interests of the College, that his offer to the College has been doubly prized. I venture to quote from the letter in which the last extension of time was given:

"I have yours of the 22d. I had supposed, when I wrote you February 18, that it was possible you would need some longer time than July 1, to complete fund. I think you will be quite right in not exerting un-



due pressure at any point, in efforts to secure additions to the fund, and, especially, not to do so with the alumni, in whose loyalty and interest I would feel secure, that, always, up to their reasonable ability they could be trusted to do their part. I have thought of this from the beginning, more particularly as a capitalist's opportunity, rather than that of the many. Set the time for consummation at your convenience, up to July 1, 1906."

It may perhaps be also said, without betraying confidence, that the \$1,000 given for the *improvement of the Campus* came also from our generous Boston donor. And it seems to have been a very general judgment that it would have been difficult to have put the same amount of money anywhere, where it could have counted more in the beautifying of the college property.

#### *Mr. Carnegie's Gifts*

The largest single gift of the year is the offer of Mr. Carnegie to give \$125,000 for a *new library building*, on condition that \$100,000 additional endowment be raised for the Library. As the President himself suggested this condition, he has no right to find fault with it. The condition was suggested because it was firmly believed that the College simply could not afford to accept such an enlarged library building without a decided increase in the endowment of the Library, both for the support of the building and for greatly needed additions to the resources of the Library itself. This gift of Mr. Carnegie's, with the endowment which it is hoped the present year will see completed, will strengthen the College at its very center in a most notable way, and as perhaps no other single gift could do; for the Library touches every department of teaching in the entire Institution, and ample library resources mean more than can easily be stated, both to Faculty and to students. Mr. Carnegie's offer, first made orally to the President, was expressed formally in the following letter to the President from Mr. Carnegie's Secretary:

"With reference to your letter of April 16, 1903, and subsequent cor-

respondence, Mr. Carnegie desires me to say that he will be glad to pay for the erection of a library building for Oberlin College to the extent of \$125,000, this to be conditioned upon your raising \$100,000 new endowment for the College."

The way for this handsome gift of Mr. Carnegie's—the largest single gift for a college library that up to that time he had made—was prepared by his shortly preceding gift of \$15,000 for the *help of students* of the College, and other especially needy cases, who had lost money through the failure of the Citizens National Bank of Oberlin. This gift from Mr. Carnegie came directly through the efforts of Rev. William E. Cadmus, of Elyria, Ohio, who has acted throughout with Secretary Jones, Treasurer Severance, and the President, in meeting in full all student losses, and with a committee of citizens, consisting of Judge Steele, Mr. L. T. Whitney, and Dr. John W. Bradshaw, in meeting the severer cases of loss among other bank depositors. The other members of the Committee would be foremost in recognizing the pre-eminent service done by Judge Steele in this connection, who devoted very many hours to the investigation of cases outside the student body, and whose personal recommendations were accepted by the other members of the Committee, certainly in the great majority of cases. The Committee have nearly completed their task and will soon make full account of their stewardship, through Mr. Cadmus, to Mr. Carnegie. Forty-nine men, and sixty-four women, a total of one hundred and thirteen students, connected with Oberlin College, were helped by this Fund. This gift of Mr. Carnegie's obtained by Mr. Cadmus's prompt and effective appeal to him, made it possible for the President to announce almost immediately to the students that all student losses would be paid in full, and to relieve at once the minds both of the students and of the friends of the College from what must have proved to a number hardly less than a crushing calamity. The College owes a deep debt of gratitude both to Mr. Carnegie and to Mr. Cad-

mus in this matter. Both College and community, also, might well be doubly grateful to Mr. Carnegie for his action in this case, because it did not a little to change the current of comment in the press of the country concerning the bank failure here.

### *Gifts Reported by the Treasurer*

The Treasurer's Report, under the head of *gifts*, contains a detailed account of all gifts made to the College for the financial year ending August 31, 1905, including a considerable list of gifts for immediate use, amounting, it will be noticed, altogether, to \$6,873.26, besides gifts to form new funds or increase old ones, amounting, altogether, to \$22,356.77. Excluding \$2,000 bearing an annuity, and \$2,665.67, that are payments on subscriptions to the 1900 Reunion Fund, there is left of these gifts for permanent funds, that could be counted toward the new Half Million Fund, under the conditions of the Boston donor's gift, \$17,690.10.

### *Wills and Subscriptions*

In addition to these cash gifts, notice has been received of the will of Mr. E. A. Goodnow, of Worcester, Massachusetts, which provides for a gift of \$5,000 to Oberlin College for endowment purposes, and of the will of Mrs. Ella Gilchrist Potter, that provides for the sum of \$15,000 for the establishment of greatly needed scholarship and loan funds, and a further possible \$7,000, under certain conditions which make it not immediately available. The definite provisions of this will, as concerns the \$15,000, may be here appropriately given:

"To Oberlin College, the sum of Five Thousand Dollars (\$5,000) with the condition, that it be called the Gilchrist-Potter Scholarship Fund, the interest therefrom to be paid annually in free tuition to indigent and self-supporting young women as students in said College, in departments of Art and Philosophy."

"Also to the Trustees of Oberlin College and their successors, in trust and perpetuity the sum of Ten Thousand Dollars (\$10,000), which

monies may be loaned to indigent, self-supporting young people of either sex, who may be students in said College, in such sums as their actual needs may demand, such loans to be made by the Trustees on recommendation of the President of said College and for time not exceeding five years. For the use of monies so loaned the borrower will pay the lowest legal rate of interest as established by the laws of the State of Ohio. This sum is given as a foundation for a Memorial to my beloved Father and Mother and called the Gilchrist Banking Fund for students of Oberlin College."

Other subscriptions have been received, through the President, from a New York friend, of \$5,000 toward an Art Building, and of \$3,804 for special endowment, and a further subscription from a New York friend, not, I think, mentioned in the previous report, of \$1,000 toward the beginning of the shop work desired. The Dean of the Seminary also notes a gift from Mr. Alfred Gillett, of Oberlin, of \$5,000, subject to an annuity. And there are, as well, much-needed additions to our all too meager scholarship funds.

All these gifts are here most gratefully acknowledged. Among these gifts, it will be noticed, are sums amounting to \$10,000 toward a new Art Building, which it is hoped may not only provide the much-needed housing for the Olney Art Collection, (which the College has been obliged still to leave in its former Cleveland home, with the very kind consent of Mr. and Mrs. Judd) but also furnish room for other art objects, steadily growing in number and significance. The gifts of Mr. E. A. West and of Mr. T. E. Burton, a later gift of \$500 by Mrs. Coburn and a subscription of like amount by Mr. W. N. Gates make the beginnings of the \$100,000 needed for the Library endowment to meet Mr. Carnegie's condition. It is gratifying to find the Theological Seminary remembered by a bequest of Mr. William C. Chapin, as well as by Mr. Gillett's gift.

#### *Other Gifts*

The Librarian's report contains a detailed account of the

large number of gifts made to the *Library* during the year. It will be seen that many more additions have been made by gift and exchange than by purchase. The President joins with the Librarian in expressing his gratitude to these numerous donors for their contributions to the Library. It will be noticed that the largest gift of the year to the Library, though coming too late to be included in the accessions for the year, was from Professor Wright's library, which was the more valuable because it was long gathering and had been most carefully selected with the special view of supplementing the college library. The Librarian estimates that this gift means at least six or seven hundred added bound volumes and many more pamphlets.

There should be noted here, also, the very valuable gift of Professor Wright's private collection, which Mrs. Wright has turned over to the College. The specimens are so scattered through the Museum that it will take a great amount of time to bring them under one accession and correctly estimate the full value of this large gift. They are largely, Professor Jones says, in the form of a supplement to the college collection, for the purpose of filling up gaps in the series, and the gift is of especial value on that very account. Mention should also be made of the gift of Professor Wright's private library of zoölogical books to the library of that department.

Professor Grover also reports important additions to the *Herbarium*. Friends of the College certainly must all join in his warm tribute to Dr. Kelsey's interest and work for the botanical department:

"The additions to the Herbarium have been, by gifts, a small book of Japanese plants from Rev. John Gulick; two valuable type specimens of *Quercus Ellipsoidalis* Hill, from Professor E. J. Hill, of Chicago; about seventy Japanese plants from Rev. George D. Wilder, of the class of 1891; and from Mrs. F. D. Kelsey, of Toledo, a valuable collection of plants belonging to the late Rev. F. D. Kelsey, Sc.D. This gift comprises one thousand microscope slides of animal and plant preparations, a set

of valuable Kellerman Exsiccata of Ohio Fungi (200 sheets) and one thousand or more sheets of flowering plants, ferns, mosses, fungi, and algae, constituting the last of the large collection of plants Dr. Kelsey made during his life-time. The greater part of his collection he had already given to the College upon his resignation from the Chair of Botany.

"This previous gift of Dr. Kelsey's, together with the large additions to the Herbarium made by him during his service here, has made the Herbarium one of the most important in the Middle West. Dr. Kelsey's interest in the department never flagged to the very last, and his services to it and to the College in general, were most important, and indeed impossible to measure. In gifts alone, he added to the Herbarium probably twenty thousand or more specimens of plants, comprising three or four thousand species from very widely separated regions. The duplicate material is being used in exchange to add still further to the collection. The importance of his work and gifts in enlarging the Herbarium is understood and appreciated more and more by every member of the department staff."

In addition to the gifts coming from Professor Wright's library and collection, Professor Jones reports the following further gifts to the *Museum*:

"From Mrs. A. F. Miller, Pacific Grove, California, two lots of Crustaceans and shells; from Major A. K. Mills, Hot Springs, South Dakota, one lot of rocks and fossils; from Edwin S. Williams, Saratoga, California, one sea lion's head; from E. H. Richards, South Africa, antelope's skull and horns; from M. H. Levagood, Elyria, Ohio, small rocks from Grand Canyon; from C. C. Brackin, Greenback, Oregon, 'Slickensides'; from Dr. V. Sterki, New Philadelphia, Ohio, one lot of Unios; from Mrs. J. E. Follansbee, Oberlin, one mounted Canada lynx."

"Also from Mr. Robert L. Baird, grasshoppers, earthworms, and freshwater clams enough for class use; several hundred starfishes for laboratory use, and Molgula enough for years to come: (These specimens, if purchased at regular retail rates, would cost upwards of two hundred dollars;) several hundred insects to complete some of our series; about twenty snakes; two lots of Unios from Vermillion River; several hundred crayfishes for the Museum. As an Assistant in Zoölogy and in the Museum, Mr. Baird has collected extensively such specimens, not enumerated above, as were needed for use in the laboratory and for demonstration. It has always been the custom of the department to supply the needs of

our work by collecting such material in the immediate vicinity. By doing so, fully half of the expense for laboratory material has been saved. Opportunities to collect at the seashore have made it possible to reduce the expense for material to almost nothing during some years. My own gifts to the department, for the past year, have been limited to a share in securing the valuable lot of Molgula, and a few marine worms and Moluscs, and a half dozen bird skins."

The parting gift of the *Class of 1905* to the College was presented on the morning of their graduation day, June 28, at nine o'clock, and received by the President on behalf of the Trustees and Faculty. The gift consisted of a very handsome set of bulletin boards for the use of both Faculty and students, finished in dark oak, and enabling the notices to be placed under glass behind locked doors. Scarcely anything could have done more to improve the appearance of the court of Peters Hall. The President wishes here gratefully to acknowledge this gift of the Class of 1905.

Another interesting gift was received during the Commencement from the Class of 1885. The account contained in the *Alumni Magazine* puts very succinctly the purpose of this gift.

"The class of 1885, in order to encourage the returning of former students at Commencement, at its own twentieth anniversary, presented to the College at Alumni Dinner, a trophy cup, to be held by the class which at its twentieth reunion sends back the largest percentage of living graduates. The cup will be engraved with the numerals of the class having the largest attendance, and will belong to it until a succeeding one establishes a better record. The cup bears the following inscription: 'Presented to Oberlin College by the class of '85 for the class sending back at its twentieth anniversary the largest percentage of living graduates.'"

Under the conditions of the gift, the cup is held the present year by the class who gives the cup, for their twentieth reunion was an unusually large and enthusiastic one. It would seem as if this trophy cup could hardly fail to help in arousing more interest in the class reunions from year to year. And certainly such a reunion as that held by the Class of 1885 at the last Commencement is of very decided value to the College in the interest newly

aroused in all the members of the class in the work which the College is trying to do.

This is also the place to note the gift to the College of an excellent copy of a handsome medal struck in memory of John Frederic Oberlin. The medal comes to the College from a great-great-grandson of John Frederic Oberlin, Pastor Paul Werner, who still preaches at Wildersbach, near Rothau, in Steinthal, where Oberlin lived and worked and died. It has been especially interesting, through some exchange of gifts, to bind together in this way the early work of John Frederic Oberlin and the present work of the College named for him in America.

The President wishes also to add his own grateful acknowledgements to those of the Dean of the Theological Seminary, for the very fine portrait of President Finney, placed in the Dean's office by Mrs. Helen Finney Cox.

### III. ADMINISTRATIVE OFFICERS

#### *Changes*

The changes that have occurred during the year in the administrative forces have been as follows: The creation of the office of Assistant to the President, and the appointment of Mr. Charles W. Williams to this office, to which reference has already been made; the separation of advisory functions from the Registrar's office, and the appointment of Professor Charles H. A. Wager as Advisory Officer, and the promotion of Miss Flora I. Wolcott from Assistant Registrar to Registrar; the resignation of Miss Flora Bridges as Secretary to the President, and the election of Mr. William Frederick Bohn to the vacancy so caused.

By the vote of the General Council, as approved by the Trustees at their meeting in June, Miss Flora I. Wolcott was promoted from the position of Assistant Registrar, which she has held so efficiently since 1891, to the position of Registrar. On account



of the decided increase in the number of students, especially in the College Department, the recording side of the work of this office was becoming increasingly large and important, and it seemed to the Council that it would be wiser to separate this recording side a little more explicitly from the advisory side, and to make Miss Wolcott head of the recording part of the work that had belonged to this office. At the same time, the position of Advisory Officer was created, and Professor Wager, who had been acting as Registrar, was asked to take this position. He will associate others with him in this important work. The Council have created this position and so distinctly recognized this side of the former work of the Registrar, because they were firmly convinced that if the elective system were to produce its best results, it needed some such oversight as this appointment implies.

The only other change in the administrative officers was that occasioned by the resignation of Miss Flora Bridges as Secretary to the President, to accept a position as Instructor in Mount Holyoke College, and the election of Mr. William Frederick Bohn to the vacancy thus created. The President recognizes most gratefully the very thoughtful and valuable service which Miss Bridges was able to render, during her year's incumbency, on account both of her own personality and of her large experience as teacher and administrator. Mr. Bohn, who takes up the work of the Secretary to the President for the present year, is a graduate of Oberlin College of the Class of 1900, and of Oberlin Theological Seminary, of the Class of 1905. With the appointment of Mr. Bohn by the Trustees at their meeting in June, the office of Secretary to the President was for the first time made a full position, with salary of its own; and it has been possible, consequently, to extend somewhat the scope of the office for the coming year. In Mr. Bohn's appointment to this office, as in the appointments that have preceded, it has been recognized that it was important to secure some one who could give the President assistance with reference

to certain sides of his class work (and so to relieve still further here Dr. Fitch) as well as in the routine duties of the office. Mr. Bohn's success as a speaker, and his ability to establish pleasant personal relations with others, makes it seem probable that the College will be able to use him also, in part at least, in the carrying out of some of the work of an academy canvasser, that has been so much desired by the Academy Faculty. It is also proposed that the President's Secretary shall relieve the Secretary of the College of the work that the College has been trying to do in assisting its graduates in securing good positions as teachers. And it is believed that this work can wisely be still further extended. Mr. Bohn's knowledge of the work of the Seminary also makes it possible to give some real help to Professor Bosworth on the routine side of the Dean's office, and so more perfectly to insure that Professor Bosworth will not feel it necessary to give up the work of his deanship on account of the pressure of his teaching.

Through the adoption by the Trustees of the report of the Committee on Codification, the duties of the administrative officers have been, for the first time, formally defined. And this definition of the functions of the administrative officers may be regarded perhaps, as the most valuable part of the by-laws adopted.

The year just closed has been the first year in which the oversight of the women of the Institution has been distinctly committed to three Deans, with independent authority within their departments. The President finds his original judgment of the advisability of this change only confirmed by the experience of the year. And he has only gratitude to record for the way in which the several Deans have taken up their individual tasks and have coöperated in all that was common to them.

One very natural step in the development of the administration of the College still remains to be taken. It would seem desirable that before very long a distinct head of the College of Arts and Science should be recognized, aside from the President,

giving to this Department, as to each of the others, its own head. There could hardly fail to be some real gain in such an appointment, that would enable a single individual to make the special interests of the College of Arts and Science his particular study. The work of the department would be likely to be still more unified, and a kind of attention given to it which it is hardly possible for the President to give, in addition to his more general work. If such an appointment were made, it should probably be recognized by at least a slight difference in salary.

### *Reports*

The work of the *Assistant to the President* is of such a personal nature as to almost require that it should be personally and directly presented by the Assistant himself to the Trustees. It will be proper, however, to include here brief extracts from this report, that will give a little insight into the aims and plans and results of Mr. Williams's work:

"The real value of the first year of the Assistantship is to be found not so much in the tangible, dollars and cents results, as in the very important, though not at all showy, work of organizing, systematizing, and constructive planning for the bringing of valuable returns in later time." "The most definite of all results were reached in connection with the Living Endowment Union, by working in connection with the Alumni Endowment Committee. After a Spring canvass, partly by personal call and partly by letter, the pledges to be paid before July 1, 1905, were made approximately \$2,000, as compared with \$1,000 realized in 1904, with total of pledges for 1906 of \$2,500; the membership having been increased from 123 in 1904 to 433 in 1906." "Another of the most noteworthy of the year's activities has been the getting into touch with former financial friends of the Institution, whether former students or non-students. The mere discovery of these friends has meant, in the way of studying lists of donors and of consulting with members of the Faculty, the taking of a large amount of time, during the year, although naturally scarcely a day of work upon the field passes without hearing, through alumni, of other old students and friends who should be looked up. Undoubtedly that part of the work which will in the end bring best results, is that per-

formed in connection with those whose personal interest in Oberlin has, in one way and another, already been aroused." "At the same time, it has been thought wise not to limit the making of appeals to such as these, but constantly to seek to enlarge the circle of acquaintance, so that from a larger field, the most favorable possibilities may be developed. In this connection, I hope the Trustees will not be sorry to know that system has been very fully adopted."

In general, the work of the Assistant to the President may be said, perhaps, to imply constant study of the whole field of Oberlin's outside relations, with the endeavor at every point to strengthen and improve them. And it will involve a thorough organization of the office side of the work, in order to make certain that no gains are later to be lost. The work, as it is now taken up, is not planned with reference to a single year or two of desultory money seeking, but rather with the aim of building up the resources of the College in a large way, and in accordance with plans that take a very long look ahead. Every possible pains is taken to make certain that while some friends are won, others are not alienated. It is certainly not the thought of the President that the appointment of Mr. Williams should be taken as allowing him to throw off all financial responsibility, but only to insure that some one person shall have the primary responsibility of studying the entire question of increasing the material resources of the College, and shall, through his preliminary work, enable the President to make such time as he does give to the financial side, count to the utmost. It is the President's judgment that his own work in this line will be rather stimulated than otherwise by the continuous work of his Assistant. It would no doubt have been entirely possible for Mr. Williams to have presented, at the end of this partial year's work, larger immediate returns; but it was the judgment of the President as well as of his Assistant, that the immediate returns so gained would have been at the expense of considerably larger results a little later. There has been much preliminary work of a large kind to do, and as a result, we ought to be pre-

pared for quite a considerable gain in the year upon which we have now entered. The Assistant agrees with the President in believing that we must expect to finish at least the endowment for the Library during the present year.

The *Treasurer's* report shows an increase of about \$35,000 over the preceding report in the entire amount of funds cared for, and an increase of about \$25,000 in endowment. The summary of assets of the College, including a conservative estimate of buildings and equipment, is now, it will be noticed, well toward two and one-half million dollars. The general expenses charged under the head "University," have increased still further over last year, in spite of reduction of expenses in a number of items. The special increase for the year at this point is largely due to the issuing of the Quinquennial Catalogue, the care of the Olney Art Collection, and the taking on of agency expenses. Considerable profit has come in from the sale of lands, that has made it possible to divide the net income of general investment at the rate of 4.8%. This has made it possible to come through the year without a deficit, in spite of increased expenses at several points, and also to pay off, it will be noted, certain advances. The previous accumulated deficit of \$10,950.89 remains, unfortunately, unchanged. On the whole, the showing is most encouraging, because there were good reasons for fearing that a deficit was almost inevitable.

The *Secretary's* report shows how broad the work of that office still is. It really covers not only the work of corresponding and recording secretary, but quite naturally, also, that of chairman of the Committee on Admission to the College. In addition, the Secretary has entire charge of most of the publications of the College, and has been carrying, also, during his entire term of office, the work of Graduate Manager of Athletics. The office has certainly abundantly justified itself since its establishment by the Trustees in 1899, and has fulfilled all that was then promised for it. The graphic table giving the comparative attendance year by

year in the entire Institution since 1891-92, shows that the year 1898-99—the very year of the Secretary's appointment—had the smallest enrolment in the entire period covered, and that the enrolment has steadily advanced every year since that time. It can hardly be doubted that while the Secretary's office has not been the only factor in this growth, it has been a very considerable and real, if not the main, factor. The report contains the regular statistical presentation of the facts connected with the development of the College, to some of which reference will be made later. As chairman of the Committee on Admission to College, the Secretary notes that the cases of all Conservatory students, who wish to be considered candidates for the degree of Bachelor of Music, pass regularly through the hands of this committee; so that the same committee are passing upon the literary attainments of the students in both College and Conservatory, as ought to be the case. Attention should also be called to the way in which the Secretary is maintaining a close connection with the high schools from which our students come, through detailed reports to them of the work done by their students in their first semester with us. The interesting study of the reasons for the non-return of students to Oberlin, begun in last year's report, is wisely continued in this. This study, as it is carried on from year to year, ought to give the College real light in the discovery and meeting of any weaknesses in our situation. Other points of this valuable report of the Secretary will be more naturally taken up in connection with other headings.

Attention has already been called to the large number of gifts made to the college library during the past year. The *Librarian* shows that "while the number of bound volumes added during the past year is smaller than in any one of the four preceding years, the number of unbound volumes added is greater, so that the total for the year exceeded that for any year in the period" of the past five years. It will be noticed that, including the library of the Union Library Association, now numbering 13,477 volumes,

the libraries accessible to our students now contain over eighty thousand bound volumes. The special attention of the Trustees and friends of the College is called to that section of the Librarian's report in which he indicates how much is really needed, if the Library is to be brought thoroughly up to date. When we consider how much has been accomplished for the Library during the last year in Mr. Carnegie's splendid offer of \$125,000 for the building, we certainly ought not to doubt that the \$100,000 for the Library can be raised, and within the present year. That would be a very great gain for the Library, and yet, as the Librarian clearly points out, a good deal more money is needed for immediate expenditure, if the \$100,000 endowment is to furnish sufficient income for current book purchases. We cannot afford to leave out of sight the central importance of the Library in all the inner work of the College. It will be noticed that the Librarian also shows a constantly increasing use of the Library, so that the College has been forced to expand the accommodations at every possible point; and the new library building will not come a moment too soon. Among the numerous gains made by the Library during the last year, none, doubtless, is so great as that of the appointment of a thoroughly trained reference librarian. The President wonders, sometimes, whether any of us quite appreciate the exceptionally efficient work that is being done in connection with Oberlin College Library.

The report of the *Dean of the Theological Seminary* is concerning a year of Seminary work that has been unusually successful in all directions. The attendance for the year just closed showed a gain of thirty per cent. over that of the year preceding. And it should be remembered that the enrolment in the Seminary is made up almost wholly of college graduates, since the Seminary graduates now only such. This gain of last year is held this year, in spite of the fact that an unusual number of men, for various good reasons, were obliged to intermit their work in the

Seminary for a year or two. Most of these men seem likely later to return. The Seminary will probably graduate, at the coming Commencement, a class of nineteen—a larger class than for many years. It should also be noted that, in the judgment of the Dean and of the Faculty, the Seminary can do its very best work with a number not too large. The Seminary, therefore, does not aim at great numbers. An attendance of sixty, as the Dean suggests, would be, probably, about as large as the best results would permit. The interior of the seminary building has been much improved in the course of the year—the rooms on all the lower floor having been redecorated, and the halls freshly calcimined throughout the building.

The report of the *Dean of College Men* shows that the number of men under his care has reached almost three hundred, and was the largest ever enrolled in the College Department for a single year. This report also brings out, as does the Secretary's report, the tendency, on the part particularly of men classed as specials, to leave for technical work, and emphasizes, as have other reports of the Committee of the Trustees, of the President, of the Secretary, and of Dr. St. John, the need of doing everything possible to increase the attractiveness of the College for men. It will be noticed that the men of all the college classes, of their own motion, last year put themselves on record as against anything that could be interpreted as hazing in Oberlin College. The President believes that this is the genuine sentiment of practically the entire student body, and that we have good reason to hope to maintain with increasing success our general tradition upon this point. In the same connection, it should be noted that a proposal on the part of a few advanced students to introduce certain customs which inevitably involved either plain indignities to the freshman class, or more or less discrimination against them, was met with so vigorous an opposition on the part of the administrative officers that the movement died a natural death in one day. The President



has regarded it as undoubted that the College could afford to make almost any sacrifice, rather than to submit for a moment to anything that should be essentially opposed to Oberlin's great democratic tradition. And he will not stand for any customs of any kind whose tendency is either inevitably toward any form of hazing, or toward plain violation of the law. The administrative officers of Oberlin College mean squarely to take the ground that students, certainly, are not to be held as less amenable to law and order than other citizens, and that in the case of violations of the law, they must be dealt with just as other violators. The daily papers should certainly have made it sufficiently clear to any thoughtful reader that we shall never get an even tolerable situation in our colleges, until this position is generally taken by college faculties and officers. Those who have the great privilege of being selected out for the special advantages of a long course of training, should be the last of all to engage in conduct that would be condemned unhesitatingly in the case of less favored citizens. It should be remembered that the most important part of the work of the Deans, both of men and women, lies in the cultivation of close and influential personal relations with the students, and that this part of the work can hardly be reported upon at all. And it is just here that the President believes that the greatest gains have been made both among the men and the women; so that it has been possible to deal promptly, kindly, and effectively with incipient tendencies, that under a less personal method would have come to open manifestation, detrimental both to the student and to the college. The proof of a successful deanship is not to be found in the number of students openly disciplined, but rather in the number of cases in which the necessity for discipline has been avoided.

The *Dean of College and Graduate Women*, as chairman of the Committee of Deans of Women, makes the report, the present year, for all the women of the Institution. In this report of Dr. Fitch, attention may well be concentrated upon the crying

need of providing suitable homes for our young women. Dr. Fitch calls attention to the fact that within two years the enrolment of women has increased nearly 12%, that in the meantime, "the accommodations provided by the College have not been enlarged, and only two houses of any considerable size have been added to our list of approved houses; and this not because of any unwillingness on our part, or failure to find desirable women for matrons, but because no suitable houses could be rented." Another way of putting the matter would be to say that the College now has enrolled two hundred and seventy-six more women than were enrolled at the time that we completed the last dormitory erected for women, Lord Cottage. I cannot add to the strength of Dr. Fitch's own presentation of the case, and satisfy myself with simply calling the careful attention of the Trustees to this report of Dr. Fitch and her recommendations in view of the situation which confronts the College. There are some further facts of serious significance that Dr. Fitch will wish to present personally to the Trustees in supplement of her printed report. I am thoroughly persuaded that the time has fully come when the College must either erect more dormitories itself, or cut down the number of women admitted. We cannot justly say that we are properly providing for all the young women even now in residence. The increase in the number of women, of course, has been rather phenomenal, but I think that with another year the only thing that we can justly do is to go carefully over the accommodations offered, determine just how many women can properly be provided for, and give notice in the Catalogue that we cannot receive women beyond that number. This, it may be said in passing, is the policy that practically all the eastern colleges for women have been forced to adopt. I need not urge as a further reason why the College should erect more halls of residence of its own, that the problem of suitable care and supervision of the young women is far more difficult than it earlier was, when the entire number was much

less and the proportion of them accommodated in college buildings much greater. We simply cannot hope to give to our young women the kind of care that the Oberlin constituency demands, without increasing the number of dormitories, or considerably diminishing the number of women we undertake to care for. Some rather radical step, in the judgment of the President, must be taken the present year. And all this is said, not because any serious disciplinary situation has arisen—on the contrary, the Deans have together dealt with their problems with a rare degree of success—but rather, because the growth of the last few years has been very unusual, and because, if we are to continue true to our ideal for women's education, we must not be contented to place our young women in surroundings which we cannot ourselves believe to be thoroughly helpful in the direction of an all-around education.

Dr. Fitch's report has been gone over in careful consultation with the Dean of Conservatory Women and the Dean of Academy Women, and they heartily unite in Dr. Fitch's recommendations, and have felt no need to add, the present year, special reports of their own. Any particular facts that seem to need to be presented in connection with their departments, will appear in the reports of the Director of the Conservatory of Music and the Principal of the Academy.

As already noted, the College enters, the present year, more definitely than ever before, upon the policy of maintaining an Advisory Committee that, under the chairmanship of an Advisory Officer, shall do all that it can to secure wise election on the part of the students of the College Department. As *Advisory Officer*, Professor Wager makes the following clear statement of the reasons for this action, and the methods by which it is hoped that this important work may be done:

"In Oberlin College, as elsewhere, it has become plain that if the elective system is to produce the best results, students must not be left without guidance in their choice of studies. It is not true that any great number of

our students choose the easier courses; on the contrary, the serious attention that they give to their choices and the eagerness with which they seek advice are very notable. The danger is rather lack of forethought and of the intelligence necessary to unify their courses. While the students understand that the advice of their instructors is always at their disposal, and while several members of the Faculty have already done much service of this kind, it seems clear that a greater number of students can be reached, and, what is of the utmost importance, at an earlier stage of their course, if such advisory functions are more or less systematized and laid upon a committee. The two objections that may seem incident to such an arrangement must, however, be avoided, mechanism and coercion. The student should not be allowed to feel that he is being subjected to any pre-arranged scheme, but that his peculiar needs are being considered on their merits by an adviser who knows his bent and his possibilities. Advice of this character will, of course, necessitate long and intimate conversations between adviser and students, but it seems to us that a more profitable expenditure of time and energy could hardly be made than this. In the second place, the genuinely elective character must not be taken from the elective system by such a device. The student will be urged to seek advice, and to seek it at a definite time and of a definite person, but he will be left entirely free to accept the invitation or the advice, at his discretion. In order to make the system as complete as possible, a record will be kept of the courses chosen, under advice, by students, and an investigation made from time to time into their success. This will make it possible, to correct errors before much mischief has been done, and that much mischief is done by wrong elections there can be no doubt.

"The incidental advantages of the scheme will be considerable. It will tend to bridge the gulf that too often yawns between student and instructor, and it should produce some interesting data concerning the practical working of the elective system in Oberlin College."

For the first time, the *Registrar* presents a regular report of the work of that office, supplementing, in a helpful way, certain portions of the report of the Secretary of the College, and especially carrying through, for the Class of 1905, as a typical class, a history of all the changes that have occurred in that class. With reference to students classified as "special," where it will be noted that the chief losses occur, as shown in the reports of the Secretary and of the Dean of College Men, as well as of the Registrar,

it should be remembered that they come to be classed as special students just because they are not planning for a regular college course, and from the beginning usually do not intend to complete such a course of study, either here or elsewhere. They have usually come with a distinct purpose of taking only a single year or two of college study, with reference either to some further technical or professional work, or as the concluding part of their education; so that we ought not to be surprised or disturbed that a large proportion of such students drop out during the freshman and sophomore years. The working out, in the Registrar's office, of a card catalogue of all existing records, is a most needed and valuable gain.

The work of the *Assigning Officer* should also be mentioned in the survey of the administration of the College, though this officer presents no formal report. The smooth running of the machinery on the opening days, in the College Department, depends very largely on the Assigning Officer; and there can be no doubt that great gains have been made in recent years in the general work of registration. When it is considered that the entire classification and assignment for almost our entire enrolment is made in all departments within two days, it will be understood that the work must be carefully systematized and supervised.

The *Director of the Conservatory*, it will be seen, notes, among the gains for that department, the very successful remodeling of Warner Concert Hall and the consequent much more satisfactory provision for the new organ; valuable additions to the Conservatory Faculty; and the advance made in the growth and increasing efficiency of the Conservatory Orchestra. The college students are also to be warmly congratulated on the opportunity which the Conservatory is opening to them in the new course by Professor Dickinson, in the study of how to listen to music. Very few colleges in the country will be able to offer such a privilege to their students; and the College Department may well

recognize the generosity of the Conservatory in making this provision. The long list of recitals reported by the Director, is a suggestion of the opportunities in this way that the Conservatory is constantly opening to its own pupils. The last diplomas to be given by the Conservatory of Music were probably awarded at the last Commencement. Hereafter, all graduates from the Conservatory will be expected to meet the conditions for the degree of Bachelor of Music. The classification of students in the Conservatory Catalogue with reference to literary requirements—in accordance with the new by-laws adopted by the Trustees—will undoubtedly tend to increase the number of conservatory students fulfilling the requirements for admission to College. And the President is specially interested in noting the various ways, indicated by the Director, in which the general standard for admission is being raised. This effort may be profitably carried still farther. For, in all probability, really desirable students from a musical point of view, whom a definite literary requirement for admission would cut off, could be admitted to the Academy, taking the major part of their work there and at the same time carrying on partial work in the Conservatory. In the end, such students would be very certainly better representatives of the Conservatory, even on the musical side.

The report of the *Principal of the Academy* makes it plain that the policies of the Academy are being pushed in the line of the recommendations of the Trustee Committee on the Academy, and of the Advisory Committee. The Principal is aiming to use intelligent means to reach precisely those students and schools that most need the supplementary help of the Academy. And there is good evidence that the *esprit de corps* of the Academy has been distinctly stimulated. The addition of a second Academy House for the young women of the Academy, is a further step toward the adoption of something like a cottage system for the Academy. It is to be hoped that in another year the plans of the Principal for

securing one or two such houses especially for the younger Academy boys, may be carried through. The Secretary of the College furnishes the following table, showing the enrolment of men and women in Oberlin Academy for the last four years:

|              | Men | Women | Total |
|--------------|-----|-------|-------|
| 1901-02..... | 136 | 134   | 270   |
| 1902-03..... | 175 | 155   | 330   |
| 1903-04..... | 176 | 129   | 305   |
| 1904-05..... | 214 | 148   | 362   |

It will be seen from this table that there has been a considerable growth in the Academy up to the end of last year. The statistics of enrolment for the Fall term each year since 1901 may also be added:

|                      | Men | Women | Total |
|----------------------|-----|-------|-------|
| Fall Term, 1901..... | 130 | 112   | 242   |
| " " 1902.....        | 150 | 135   | 285   |
| " " 1903.....        | 161 | 118   | 279   |
| " " 1904.....        | 201 | 124   | 325   |
| " " 1905.....        | 178 | 137   | 315   |

The total enrolment for the present term, it will be seen, is but slightly less than that for last year, but the proportion of men has been considerably reduced. The reasons for the falling off of the men, the Principal is carefully inquiring into now.

The report of the *Chairman of the Summer School*, Professor C. B. Martin, shows an unusually strong list of courses given, notes distinct gains made in the enrolment in the normal courses, and reports the largest enrolment that the Summer School, as a whole, has ever had. It is particularly gratifying to note that this enrolment includes eighteen college graduates. It is evident that the Summer Session is performing a valuable service.

The most notable points in the report of the *Director of the*

*Men's Gymnasium* are plain—the very large use of the Gymnasium by the men in all departments of the College, the percentage of enrolment here being very remarkable; the increase in the number of under-graduates taking credit courses; and the comparatively large number of men who seem to have taken part in some form of athletic sports during the year. The last point is especially worth noting, as against the common criticism that a very small number of college men really take part in athletics. It will be seen that the Director hopes to be able to make still greater gains in this direction through better provision for an out-door field in immediate connection with the Gymnasium. It is the large and even remarkable success of the work of the Gymnasium that seems to call so loudly for the completion of the rest of the building. It could hardly have been anticipated that the need for the rest of the building would have been so great in so short a time. But it is hard to estimate the contribution which this single building is making to the interests of the men of the Institution.

It is impossible to read the report of the *Director of the Women's Gymnasium*, without having one's first thought one of the pity of the necessary limitation in numbers on account of the smallness of the Gymnasium. It is to be hoped that the greatly needed new Gymnasium for Women may not be long deferred. With more than a thousand women to be provided for, it is deplorable that nearly seven hundred should be virtually shut out of gymnasium opportunities. But if the need of the general body of students is quite overlooked, the absolute demands of the Teachers' Course in Physical Training for Women itself requires some enlargement of the present Women's Gymnasium building. The Director has worked out a very careful and economical recommendation as to possible changes in the building, that would meet these absolute needs of the Teachers' Course, and yet later leave a building that could be advantageously used for providing additional rooms for students. Under the circumstances, Dr.



Hanna has very naturally and wisely directed her especial attention to increasing interest in out-door sports, with excellent results. It will be noticed that forty-eight are now enrolled in the Teachers' Course in Physical Training for Women; and the College has more calls for women prepared to do physical training work than it can as yet meet.

The report of the *Superintendent of Buildings and Grounds* gives details concerning the changes incident upon the Baldwin Cottage fire, Campus improvements, and the clearing up of the Arboretum. The grounds of the College have probably never been in so good condition as to-day. The work of the Superintendent of Buildings and Grounds involves, necessarily, a great mass of detail that cannot easily be gathered together into a report.

### *The Work of the President*

The work of the President has continued through the year in essentially the same lines as hitherto. It has necessarily involved teaching in the two departments of Philosophy and Theology, organization and administration, much outside representation, primary responsibility in shaping the aims and ideals of the College, financial work, and some writing for publication. In the two courses carried in the College, the President has had the continued coöperation of Professor Bosworth and Dr. Fitch, and in the course in Theology, help in much routine work from his Secretary. The work of administration in all directions is going with increasing smoothness, as the natural result of more complete and careful organization.

The calls for addresses of all kinds, and invitations to various representative functions, are far more than it is possible for the President to accept; though he has undertaken even more work of this kind during the past year than in the year preceding, and probably more than it would usually be wise to at-

tempt. He is purposely cutting down considerably this side of his work the present year, in order to give his attention much more exclusively to the development of the work at home. He hopes to know the home situation more perfectly than ever before, by the end of the present year. Plans are on foot that it is hoped will make it possible for the Faculty to help the President more than they have hitherto done in this work of outside representation. As last year, the outside work of the President has been divided among alumni gatherings, universities and colleges, high schools, educational meetings, and important church gatherings, and has involved, besides, numerous addresses, lectures, and sermons. The President has attended alumni gatherings in Boston, New York, Philadelphia, Cleveland, Frankfort (Mich.), Chicago, Kansas City, Lincoln (Neb.), and Berkeley (Cal.). The most important of these outside engagements were perhaps the sermons and addresses before eleven different colleges and universities; addresses before the Congregational Clubs of Boston and Milwaukee; two addresses before the Congress of Disciples at Columbia, Missouri; an address at the dedication of Broadway Tabernacle; and addresses before the Religious Education Association at Boston; the Conference on Religious Education at Champaign, Illinois; the Christian Endeavor Convention at Baltimore; and the Inter-Church Conference on Federation in New York; seven lectures on "The Seeming Unreality of the Spiritual Life" at the Federate Summer School of Theology, at Berkeley, California; six lectures on "The Sermon on the Mount" at the Yankton (Dak.) Summer School of Theology; six lectures on "Psychology and Life" at the Congregational Summer Assembly at Frankfort (Mich.).

The main publication for the year by the President is the volume, *Rational Living: Some Practical Inferences from Modern Psychology*. The manuscript for this book has been in preparation for some ten or twelve years. Its aim is perhaps suffi-

ciently indicated by the title. Work has been continued during the year on the department in the *Congregationalist*, called "The Professor's Chair," and there have been indications that the department has not been valueless. At the request of the editor of the *Pilgrim Teacher*, a series of letters has also been published during the year addressed to Sunday School Teachers, and intended to present in simple and direct, but at the same time in fundamental fashion, the great Christian truths. Various articles and reviews have been published during the year, though the time at the disposal of the President for this kind of work has made it necessary to decline many requests for articles. The President has felt justified, however, in giving a certain amount of time to this work, in the belief that it ought to be valuable not only to him personally, but also finally for the College.

Such time as the President has been able to devote to financial work during the year has met, he is glad to say, with a cordial and gratifying response; and he hopes to be able to continue to take a reasonable share in the attempt to build up the College in its material resources.

The President has not doubted, however, that his highest responsibility lay in doing; in connection with Trustees and Faculty and students, all possible in shaping the ideals and aims of the College. It is for this reason that, in spite of many calls for addresses elsewhere on Sunday, he has continued his Sunday Bible Class; for he has regarded it as perhaps his very best opportunity to help in raising and determining the ideals of the college life. Numerous chapel addresses during the year are directed to the same end, and his entire work with the senior class, it is hoped, will make not only its contribution personally to the members of that class, but may also help, through them, to affect the entire college atmosphere. To this same end, it was felt that more might well be made of the opening address of the year, so that this address might serve to awaken the student body from the

very beginning to the real significance of their college education, and do something toward ensuring that the highest motives should be those most potent in the college life. Back of all these more public and formal methods there must of course always lie the subtler and deeper methods of personal influence and personal conference, in which the President simply shares in the very valuable contribution continually made by the Faculty to the students, and by the students to one another. It is the aim, of course, of all our work, to have it so completely and wisely organized that it shall naturally tend to bring about the highest results in the individual and social life of the students. But the results here cannot be wrought out at arm's length, or through mere organization. And it has been a great pleasure for the President to find the opportunity, in the cutting off of some of the outside work, for the closer personal association with individuals, that he most of all desires. With the completion of the remodeling of the President's house, it has been possible to make it a much larger factor, it is hoped, than was before possible in the entire social life of the College and community. The responsibilities on this side, of course, are not small, and must be continually increasing; and they often, if not always, mean much more than the opportunity for merely social intercourse. The gathering of the Faculty as a whole at their luncheon in June, several meetings of the Deans and Heads of Departments, the bringing together of the senior classes of the Seminary and of the College, the luncheon given in honor of Dr. Patton, the new Home Secretary of the American Board, bringing together twenty-two men from almost every quarter of the globe—these may be taken as illustrations of the way in which it is hoped that the President's house may increasingly serve the College.

## IV. FACULTY

*Deaths*

*Professor Albert Allen Wright* died at his home in Oberlin, Sunday, April second, and was buried in the afternoon of April fifth. At the memorial services, his pastor, Dr. Henry M. Tenney, spoke of Professor Wright's work in the church, Professor Root, of Professor Wright as a citizen, and the President, of Professor Wright's contribution to the College. Professor Hall prepared a careful appreciation of him for the *Alumni Magazine* for May, and this May number included also the addresses made at the funeral, and was sent by the College as a special memorial number to all the alumni. One may well hesitate, within the limits of such a report as this, to attempt to do any justice to the inestimable service that Professor Wright has rendered to the College. The thirty-one years of continuous service include far more than can be briefly summarized. The Trustees and Faculty have both put on their records their high sense of the value of his services, and citizens and students have united with college officials in their tribute to his worth. Perhaps I may appropriately transfer to these pages a part of my estimate of his contribution to the life of the College. Probably no other man was so prominent a factor as he in making the important transition from the older to the newer college, with its definite recognition of natural science and the newer scientific methods, with its severer intellectual standards along modern lines, and with its demand for larger and more specialized equipment on the part of its teachers. Professor Wright himself was in charge of the first laboratory work by *students* in chemistry, in zoölogy, in botany, and in geology, and was, thus, practically the pioneer in nearly all the scientific work, in the more modern sense, that the College has done. It was a most necessary and a most significant work. That the tran-

sition was made so thoroughly and yet so quietly, was largely due to Professor Wright.

As Chairman of the Faculty at a trying and discouraging period, taking a task which was, for a man of his disposition, one of peculiar difficulty, he gave himself to it, as we all know, without stint, holding, as he always held, the College before his own personal ambitions, and really breaking under the work. His brethren trusted in him with a confidence which he never failed to deserve—for he seemed never to say the unwise or the unhappy thing, and he was always thoughtful of the various bearings of the policies he adopted. Few men had so delicate a sensitiveness to the meanings of things. None of us are likely at this point, either, to over-estimate the service of this quiet, alert, thoughtful, steadfast man.

But yet, as always with such a man, his greatest contribution to the College and the community has been his unique personality. A man of strong, sound sense, it is difficult to look back over these twenty-five years and see a place where he has been seriously misled in his judgment. He was one of the men to be depended upon. Careful, painstaking, deliberate, well-balanced judgment he had; and he had such a judgment because he was also a man of complete open-mindedness and of a genuinely sympathetic spirit. Of profound intellectual honesty, far removed from a bigoted position, with an appreciative response to a wide range of interests quite outside of his special sphere of study, he seems to me to have solved, as few men have ever solved, the paradox of *sympathetic justness*, of honest considerateness. It is the most difficult thing, perhaps, that we are ever called upon to do, to combine justness with kindness and love, to combine absolute honesty with thoughtful considerateness. And yet, I think that there is hardly another thing about which his colleagues would more certainly agree than that he succeeded, in rare degree, in just this.

The death of *Dr. Francis Duncan Kelsey* should also be mentioned in this connection. Dr. Kelsey was Professor of Botany in the College from 1893 to 1897. In giving a record of Dr. Kelsey's gifts to the College, in a preceding part of this report, his successor in the Chair of Botany, Professor Grover, has already paid deserved tribute to the importance of Dr. Kelsey's services to the College. And the eight years of his ministry in the Central Congregational Church of Toledo, since his resignation of his professorship, were years of intense activity and of rarely wide accomplishment. It would have been impossible for any thoughtful person to be present at the memorial services in Central Church without realizing the singularly strong hold that Dr. Kelsey had upon his brethren in the ministry, of all denominations. And his gifts to the College and his constant labor for its welfare, proved how large and sincere was his interest to the very end. We may well pay tribute to his memory.

It will not be inappropriate, especially in connection with the account of the death of Professor Wright, to mention also the loss that has come to the College through the death of *Judge John W. Steele*, on April 26, 1905. Judge Steele showed a persistent and an almost unmatched devotion to Oberlin's interests, both in the defense of her reputation and in the care of her practical interests. Judge Steele was one of the most marked examples I have even seen of devotion to the public good, as shown in a practical service—carried out with patience and persistence. He was willing to wait long, but was carrying on all the while an unwearied struggle for what the community really needed, even if it did not know it; and opposing with equal conviction and earnestness, measures he believed unwise, even if they were widely favored. He was a fine example of the thoughtful, unpaid, unselfish public servant, and has again and again taken a large share in projects for the promotion of community and college interests that involved time and labor and sacrifice,

*Resignations*

In the College Department the following resignations were accepted: Dr. Ernest Ludlow Bogart resigned his position, after five years of successful teaching, as Professor of Economics and Sociology, to accept a similar position with his *alma mater*, Princeton University. The resignation was accepted with real reluctance. Mr. Ernest Sutherland Bates resigned his position as Instructor in English Composition, to undertake further graduate study at Columbia University. Mr. Harry James Smith, Instructor in English Composition, resigned to take up work as a journalist. Mr. Robert Logan Baird, Assistant in Zoölogy and Geology, resigned his position to take the Principalship of Denmark Academy, at Denmark, Iowa. In the Men's Gymnasium, Mr. Edwin Fauver resigned his Instructorship in Physical Training, to take up medical study at Columbia University. In the Conservatory of Music, Mr. Bruce Headley Davis resigned his position as Teacher of Pianoforte to continue his study in Leipzig, Germany, and Miss Estelle Reed, Teacher of Public School Music, gave up her work to go, as the wife of Rev. Thomas King, to missionary work in St. Selinda, East Central Africa. In the Academy, there were three resignations: those of Mr. Henry Chester Tracy, as Tutor in Botany and Zoölogy, Mrs. Antoinette Beard Harroun, as Tutor in German, and Mr. Henry Strong Huntington, Jr., as Tutor in English. The work of all these teachers was done with conscientious fidelity and the best wishes of the College attend them in the new tasks to which they have turned. The resignation of Miss Flora Bridges, as Secretary to the President, has already been mentioned in connection with the administrative officers.

*Leave of Absence*

In addition to these resignations, by vote of the Trustees at the semi-annual meeting on June 26, 1905, leave of absence for



the year 1905-06 was granted to Rev. Albert Temple Swing, D. D., Professor of Church History in the Theological Seminary, for further study at the University of Berlin; in the College Department, to Rev. Lyman Bronson Hall, A. M., Professor of History, for study at Oxford and Cambridge, England; to Mr. William DeWeese Cairns, A. M., Associate Professor of Mathematics (for one or two years at his option) for further study at the University of Göttingen; and to Mr. William Eugene Mosher, Ph. D., Instructor in German, for study and teaching in Germany; and in the Conservatory of Music, to Mr. Frederick Giraud Doolittle, Professor of Violin, for further study in Berlin; and to Mr. Herbert Harroun, Instructor in Singing, for further study in Berlin. In the Academy, leave of absence (for one or two years at his option) was voted to Mr. Earl Foote Adams, A.M., Instructor in Physics, for further study at Harvard University; and for the year 1905-06, to Mrs. Alice Mead Swing, Tutor in German, for further study at Berlin.

For the year 1904-05, leave of absence for one year was granted to Mr. Lynds Jones, Instructor in Zoölogy, to continue his studies at the University of Chicago; and leave of absence for two years to Miss Mary Eleanor Barrows, Instructor in English, to continue her studies in Yale University; and for one year to Miss Alice Chipman McDaniels, Instructor in German, to continue her studies at the universities of Marburg and Berlin; and to Mrs. Maud Tucker Doolittle, Teacher of Pianoforte in the Conservatory of Music, for further study at Berlin. Professor Wright's death made Mr. Jones's return before the close of the year necessary, but the Faculty of the Zoölogical Department of the University of Chicago arranged for Mr. Jones to complete his work *in absentia*, so that he was able to meet the conditions of the Faculty for the degree of Doctor of Philosophy, which he received in regular order at the University Convocation, in June, 1905. Dr. Jones also offered some special courses at the University of

Chicago in their Summer Session. Miss Barrows, who was absent on leave for two years, has sent to the President her resignation as Instructor in English, and her marriage to Mr. Frank Irwin is announced for the present month. Miss McDaniels has returned to her work in the Academy, and Mrs. Doolittle is to spend a further year at Berlin. Mr. George Carl Hastings, who was given a leave of absence beginning with 1903-04, is taking, this year, his third and last year at the Leipzig Conservatory of Music, and also doing some teaching there.

Besides these absences during the college year, several of the Faculty were again abroad for travel or study for the entire vacation: Dr. Delphine Hanna, Director of the Women's Gymnasium, Professor John Taylor Shaw, Associate Professor of Latin, Miss Kate Waldo Peck, Instructor in Singing, and Mr. Russell Parsons Jameson, Instructor in French. Professor G. Frederick Wright, who was also abroad for the Summer, will not return to his college work until the beginning of the second semester.

### *Promotions*

The following well-deserved promotions were made by the Trustees at the semi-annual meeting, June 26, 1905:

#### College

Lynds Jones, Ph.D., from Instructor in Zoölogy and Assistant Curator of the Museum, to Associate Professor of Zoölogy and Assistant Curator of the Museum.

Edward Alanson Miller, A.B., as Dean of College Men and permanent Professor of Pedagogy.

Louis Eleazer Lord, A. M., as permanent Instructor in Latin and Greek.

Thomas Maynard Taylor, Ph.D., as permanent Instructor in Chemistry.

Russell Parsons Jameson, Ph. B., from Tutor in Declamation to Instructor in French and Instructor in Physical Training, for one year.

James Seymour Luckey, A. M., from Teacher of Mathematics and

Assistant in Physics Laboratory, to Instructor in Mathematics and Physics, for one year.

Miss Flora Isabel Wolcott, L.B., from Assistant Registrar to Registrar, Professor Charles Henry Adams Wager to serve as Advisory Officer.

Miss Alma Gracey Stokey, from Assistant in the Botanical Laboratory to Herbarium Assistant, for one year.

### Academy

Charles Hulburt Burr, A.B., from Assistant in the Physical Laboratory to Tutor in Physics, for one year.

Clark Harold Sackett, A.B., from Assistant in Botany to Tutor in Botany and Zoölogy, for one year.

The College is fortunate in having in Dr. Jones one who can take up with so little break the work of Professor Wright for the present year. The permanent appointment of Mr. Miller implies, of course, the adoption of that feature of the organization of the work of the College which provides for a Dean of College Men. The permanent appointments of Mr. Lord and Mr. Taylor were recommended by the Council with peculiar satisfaction. Mr. Jameson's appointment as Instructor in French means that the election in French is so large as to demand an increase in the number of elementary courses in that language. Mr. Jameson had also had special preparation for the work in physical training, and will be able to take up with entire satisfaction that part of the work given up by Mr. Edwin Fauver. Miss Stokey's appointment is made, in the language of Professor Grover, "to meet a temporary but very urgent need to take care of recent gifts and to make exchanges with colleges and museums that have asked for them", and to bring into better order the duplicates and unworked material which became badly disarranged in the removal to the Lincoln House. Miss Stokey is admirably fitted for this work. Mr. Burr and Mr. Sackett have been specially prepared for their respective tasks in the Academy by assistants' work in the same departments in the College.

*Reappointments*

The list of reappointments for the year, as voted by the Trustees at their semi-annual meeting, follows:

## Library

William Wirt Foote, as Assistant in the College Library, for one year.

Miss Hattie Maude Henderson, as Assistant in the College Library, for one year.

Miss Mary Jean Fraser, as Assistant in the College Library, for one year.

Miss Mabel K. Marshall, as Assistant in the College Library, for one year. Miss Marshall has since resigned to accept a higher position elsewhere.

## College

William Henry Chapin, A. B., as Assistant in the Chemical Laboratory, for one year.

## Men's Gymnasium

William Cleland Clancy, A. B., as Teacher in the Men's Gymnasium, for one year, partial work.

## Women's Gymnasium

Miss Lila Julia Wickwire, as Instructor in Physical Training, for one year.

## Academy

Mrs. Mary Taylor Cowdery, Ph.B., as Tutor in French, for one year.

Edward James Moore, A. B., as Tutor in Mathematics, for one year.

Miss Alice Chipman McDaniels, A. B., as Tutor in German, for one year.

Roy Vernon Hill, A. B., as Tutor in Mathematics, for one year.

John Ebenezer Wirkler, A. M., as Tutor in History, for one year.

All these are reappointments of tested workers, and call for no special comment.

*New Appointments*

The entire list of new appointments, as made by the Trustees at the semi-annual meeting, is as follows:

## General

William Frederick Bohn, A. B., B. D., as Secretary to the President, for one year.

## College

Maynard M. Metcalf, Ph.D., as Professor of Zoölogy.

Albert Benedict Wolfe, Ph. D., as Associate Professor of Economics and Sociology, for two years.

Edwin B. Branson, Ph. D., as Instructor in Geology, for one year.

Paul Griswold Huston, A. M., as Instructor in English Composition, for one year.

Gilbert Lee Pennock, A. M., as Instructor in English Composition, for one year.

Gordon Nelson Armstrong, A. M., as Instructor in Mathematics, for one year.

Fritz Hagens, A. B., as Instructor in German for one year.

Walter R. Myers, A. B., as Instructor in German. for one year.

Russell Parsons Jameson, A.B., as Instructor in French and in Physical Training, for one year.

Miss Anna M. Starr as First Assistant in the Botanical Laboratory, for two years.

Herbert Arthur Sturges, A. M., as Assistant in Psychology, for one year.

William Garfield Mallory, A. B., as Assistant in Physics, part time, for one year.

## Men's Gymnasium

Walter Wyatt McKay, A.B., as Teacher in the Men's Gymnasium, partial work, for one year.

Homer Waldo Spiers, as Assistant in the Men's Gymnasium, partial work, for one year.

Richard Hoadley Long, as Assistant in the Men's Gymnasium, partial work, for one year.

Frederick Walter Elliott, as Assistant in the Men's Gymnasium, partial work, for one year.

### Women's Gymnasium

Miss Frances Elizabeth Jones, as Assistant in Physical Training, for one year.

### Conservatory of Music

Richard José Ferrer, as Instructor in Violin, for one year.

Miss Carolyn Harter, as Instructor in Violin, for one year.

Miss Lucile Reed, A. B., as Teacher of Public School Music, for one year.

Mrs. Bertha Miller, as Teacher of Ear Training, for one year.

### Academy

Joseph Roy Ellis, as Tutor in English and Declamation, for one year.

Alexander Dick, as Tutor in English, for one year.

Aside from these appointments, made by vote of the Trustees, four other appointments have been made by action of the Prudential Committee: On December 15, 1904, Miss Grace Tenney, of the Class of 1900, was appointed a Teacher in German for the rest of the college year, to provide for one extra class demanded by the increase of students, continuing a previous similar appointment; and Mr. Clark Harold Sackett was appointed January 12, 1905, as Assistant in the Botanical Laboratory. For the present year, the Prudential Committee has also approved the appointments of Mr. C. Lawrence Baker, as Assistant in the Zoölogical Laboratory, and of Miss Ada Morris, as Instructor in Pianoforte in the Conservatory of Music.

Mr. Bohn's appointment has already been referred to in the discussion of administrative officers.

The appointment of Professor Metcalf, now of the Woman's College of Baltimore, as Professor-elect of Zoölogy, with the expectation that he will begin his work with the year 1907-08, is in such unusual form as to require, perhaps, a word of special ex-

planation. Professor Metcalf, a pupil of Professor Wright's, is a graduate of Oberlin College of the Class of 1889. He took his doctorate in zoölogy at Johns Hopkins University in 1893, and has since been Professor of Zoölogy in the Woman's College of Baltimore. He has had very rare opportunities in the constant and close association with a large circle of trained investigators in his department at Baltimore. He makes considerable sacrifice, in coming to us, both in this fellowship of other investigators and in salary. There is no question of Professor Metcalf's unusual fitness for this Chair, whether from the point of view of equipment, of teaching ability, or of experience as an investigator. He is certain to bring us real strength. On account of the very cramped conditions of the departments of zoölogy and geology at present, because of the pressure of the Library, after careful consultation in the Council, it was agreed that the interests of the College would probably be best served by deferring Professor Metcalf's coming for two years, when it is hoped the new library building may be available. The only alternative was putting considerable expense into an increase in laboratory facilities—an expense that would be quite useless when the present library building should be placed, as seems natural, at the disposition of the Department of Zoölogy. In Professor Metcalf's case, therefore, the Trustees voted that he be made the present year Professor-elect, going on as hitherto with his teaching at the Woman's College. During this year he will have prepared, under his careful supervision, a large amount of illustrative material which he would need in connection with the courses which he would give here. The year following, he will appear in our Faculty list as absent on leave for a year's further study abroad. Professor Metcalf has been planning to take such a year for some time, and we should have to release him for it very soon if he came at once, and it seems better, on the whole, that he should get the year before coming. This year would be taken, of course, without ex-

pense to the College. This action of the Trustees should make it clear that the College has no intention of taking any backward step in the Department of Zoölogy, but on the contrary, intends to go forward. At the same time, the arrangements made for the zoölogy and geology for the present year continue essentially the same work that has been done in this department.

The names of more than twenty candidates for the Associate Professorship of Economics and Sociology were before the Committee of the General Council, including professors in full charge of departments in a number of other colleges. Dr. Wolfe was finally recommended in the light of this entire investigation, particularly because of the unqualified endorsement of him by Professor Carver of Harvard University, in whose candor and judgment and interest in Oberlin we all have great confidence.

Dr. Branson brings the very highest record from his instructors at Chicago University, where he took his doctorate *summa cum laude*. His preparation has been very broad and thorough in both biology and geology. Mr. Huston and Mr. Pennock both bring experience in teaching as well as special training to their work as Instructors in English Composition. Mr. Huston is a graduate of Princeton University of the class of 1895, and a Master of Arts of the same institution. Mr. Pennock is a graduate of Antioch College of the Class of 1902, and a Master of Arts of Ohio State University in 1904, where he was also Fellow in English. These appointments are to fill the vacancies caused by the resignations of Mr. Ernest Sutherland Bates and Mr. Harry James Smith.

The appointments of Mr. Hagens and Mr. Myers are to fill the vacancy caused by the leave of absence given to Dr. William Eugene Mosher, and to provide for the necessary increase in instruction in the German Department. Mr. Hagens is a native of Bremen, Germany. He was graduated from Beloit College in 1899. The next two years he taught in the Culver



Military Academy. 1901-03 he was a graduate scholar at Harvard University, holding the Saltonstall fellowship. During the second year he won two prizes, one from the University, with an essay on "The Aesthetic Elements in Novalis", the other from the Dante Society of Cambridge, with an essay entitled "De Vulgare Eloquio". Mr. Hagens was Instructor at Harvard 1903-05. His work for the Doctor's degree is very nearly completed. Mr. Myers graduated from the Northwestern University in 1903. While an undergraduate he assisted in the German Department. 1903-04 he studied at the University of Berlin. 1904-05, he taught at the Elgin Academy. Mr. Myers has about half his work completed for the Doctor's degree.

Mr. Armstrong is a graduate of Ohio Wesleyan University of the Class of 1897, and took his Master's degree at Harvard in 1903; he has had five years' experience as a teacher, and has been a graduate student for three years in mathematics and physics in Harvard University. Miss Starr has had several years' experience in teaching botany and other subjects in high schools, and for the past two years has taught botany in the Oberlin High School with marked success. The appointment of Mr. Sturges, who is admirably equipped for the work he is to undertake, gives to Dr. MacLennan the relief so urgently demanded by his large amount of work, particularly in connection with the required courses in his department. Mr. Mallory did special work in the line of his appointment during his college course, and is appointed to fill the vacancy caused by Mr. Charles Hulburd Burr's resignation as Assistant in Physics. The appointments in the Men's and Women's Gymnasiums perhaps call for no special remark. The appointments of Mr. Ferrer and Miss Harter are made both to fill the vacancy caused by the leave of absence of Mr. Frederick Giraul Doolittle, and to extend the instruction in that department. Both come with the highest testimonials. Mr. Ferrer has studied in Berlin in the Joachin School, and with Ysaye in Brussels, and has

taught in Toronto University and in Cincinnati, and has been first violinist in the Cincinnati Orchestra, and a concert violinist and teacher in New York City. Miss Harter studied in Paris, and later in Geneva under Marteau. She has played much in concerts, and has had experience in teaching, both privately and in the University of Wooster. Miss Reed is a graduate of Oberlin College, of the Class of 1904, and has had special preparation for the work she undertakes. Mrs. Miller is also amply fitted to give the instruction for which she has been appointed. The appointments of Mr. Ellis and Mr. Dick are to fill the vacancies caused by the resignation of Mr. Huntington and by the change in Mr. Jameson's work. Both are graduates of the College, of the Class of 1905, and did special work in college in the lines of their teaching.

### *Organization*

The organization of the Faculty remains essentially the same as last year, since the report of the Committee on Codification, so far as concerns the Faculty, records for the most part simply present practice. The changes made by the promotion of the Assistant Registrar to Registrar, and in the appointment of an Advisory Officer, have already been referred to. One committee has been added to the list of standing committees, a Committee on the Placing of Teachers. The work of this Committee can hardly fail to be useful, especially in connection with the more careful work in this direction which is planned to be done through the Secretary to the President. The full list of committees is published, as last year, in the earlier pages of this report. Perhaps the most notable recent change in the committees is seen in the much more careful organization of the arrangements for Commencement, where there have certainly been very distinct gains made in the issuing of engraved invitations to special guests, in all the commencement printing, and in care for the entertainment

of alumni and guests from out of town. And it is hoped that some real advance has been made, as well, in the order and dignity of the various commencement exercises. The thoroughly democratic plan upon which the Faculty of Oberlin College is organized, may well be emphasized once more, in view of recent published protests against the very common conception of the college and university president as a virtual autocrat. The reforms in this direction, which have been urged at a recent educational conference, and widely published in the press, are reforms that have obtained here practically from the beginning. The President believes that the alumni are to be congratulated upon the wide range of equipment of the Faculty, the broad suggestiveness which they have shown in their work, the thorough manner in which the Faculty is organized, and above all upon the high degree of hearty co-operation achieved. There has been, for the most part, a singular lack of jealousy and of self-seeking that has made possible the growth of the College as a whole, to a degree not otherwise attainable. I have seen enough of a different kind of situation in some other colleges to appreciate deeply what the unselfish devotion of the Oberlin Faculty has meant. They seem to have had continually the whole institution in mind, and to have been ready to sacrifice for the sake of the whole.

The President's luncheon to the Faculty was given this year on June third, and it was a special pleasure to be able to welcome the Faculty, this time, at the President's house, instead of having to provide for them at the hotel. There have also been some other occasions in which the entire Faculty have been brought thus together in a social way.

### *Important Official Actions*

In bringing together here for permanent record what seem to be the most important official actions of the Faculty, the Pres-

ident has made free use of the careful statements contained in the *Alumni Magazine* for the year.

On November 8, 1904, the Faculty voted that the year of residence required for the degree of A.B. be construed to mean thirty semester hours which may be taken during the regular year or in Summer School. Up to this time it has not been possible to get the degree merely on work done during the Summer Session.

On November 22, 1904, the Faculty voted to recommend to the Trustees that the Library be open during the entire day and till 9:30 in the evening, closing only during the chapel service. This recommendation was afterward adopted by the Trustees.

On March 14, 1905, the General Faculty voted unanimously to petition the United Chapter of Phi Beta Kappa for the establishment of a Chapter in Oberlin. The vote was taken in the hope that the establishment of such a Chapter might prove a real incentive to better scholarship; the Faculty recognizing that, whether they would or not, special prizes were practically open to students in every other line of endeavor than scholarship. In explanation of just what this means, I may add the careful statement of the *Alumni Magazine*: "The Phi Beta Kappa is a Greek letter fraternity existing in sixty-three colleges in the United States. Members are elected to it in various ways in the different institutions and at different periods in the course, but the ground of election is invariably scholarship. Secrecy is not a necessary feature of the society. Should a Chapter be established at Oberlin the plan contemplated would make the society consist of members elected at the close of their course. Not more than one-eighth of the graduating class would be eligible and these would be chosen strictly according to rank in scholarship unless morally unworthy. The Chapter would not be secret. The Chapter constitution also provides that the several societies may elect to membership those graduates of their college whose post-graduate work entitles them to that honor. That such a Chapter may be established in Oberlin is by no means beyond doubt. Application for membership must be made to the National Council, must be supported by at least five societies, and must be accompanied by a very detailed application blank. The National Council will not meet again for three years—hence no immediate steps can be taken, except to secure the endorsement of the requisite five chapters. How searching an inquiry is made into the work done by a college before this privilege of establishing a chapter is granted may be seen from the fact that seven out of seventeen colleges were refused last year either on technical grounds or

because the character of their work did not meet with approval. President King and the following members of the Faculty, who are also members of Phi Beta Kappa, were appointed a committee to make formal application for the establishment of the Chapter: Dean E. I. Bosworth, Professors A. H. Currier, F. F. Jewett, J. R. Wightman, F. O. Grover, C. H. A. Wager, J. T. Shaw, Mr. H. J. Smith, and Mr. H. S. Huntington."

On March 14, 1905, "the College Faculty voted to establish at Oberlin an examination week at the end of each semester. During this week two-hour examinations are to be held and no classes are to be heard. There will be one examination period each morning and one each afternoon, so that no student can have more than two examinations in one day. If a professor sees fit he may utilize the time so assigned to his courses for recitations or lectures in case he desires to give no examinations. The Faculty were led to adopt this system to avoid the strain that now falls on a pupil in taking three or four examinations in different subjects in consecutive hours. It was also felt that it would give leisure for a more satisfactory and thorough examination contemplating a complete review of the work of the semester. This in no way does away with the daily marking system, which will be retained. The *Review*, voicing the student sentiment, regards the system as a relief and not as a new method of oppression."

On May 23, 1905, it was voted that hereafter the President and the Dean of the Theological Seminary should be asked each to conduct one chapel service every week. It was hoped that such an arrangement might not only bring a little relief to other members of the Faculty, but also give a little greater unity, possibly, to the chapel services themselves. The plan has been fully in operation since the beginning of the present year.

"On June 13, 1905, the Faculty voted to approve the report of the Committee on the *Alumni Magazine*. The report of the Committee provides for the formation of a stock company to be known as the Oberlin Alumni Magazine Publishing Company, with a capital stock sufficient to finance the magazine. The stockholders will receive full subscriptions to the amount of the stock (probably \$10.00). Stockholders' meetings will be held each Commencement, at which a board of directors will be elected, who shall appoint the editors and managers of the magazine. Some of the directors will probably be nominated by the alumni at their regular meeting at Commencement."

At the same meeting, the requirements for the degree of Master of Arts were revised. Hereafter none of the work can be done *in absentia*,

and no work of elementary nature can be counted toward the degree. The thesis is no longer a necessary requirement, but a reading knowledge of French or German is obligatory.

### *Reports*

In a brief survey of the reports of the Faculty, they will not be taken up as last year in the order of seniority, but, in order to bring allied subjects in close connection, will be classified into four large groups: Language, Literature, and Art; Mathematics and the Sciences; History and Economics; Philosophy, Psychology, Pedagogy, and Theology.

#### Language, Literature, and Art

Perhaps the most notable thing in connection with the work of the Chair of *Old Testament Language and Literature* during the year, was the large number in attendance upon the difficult three-hour course in the History of Israel. Quite aside from anything contained in Professor Fullerton's report, it is proper for the President to add that this first year of Professor Fullerton's work in the Theological Seminary has been a year of the most unmistakable success, from the point of view of both Faculty and students. Professor Fullerton's publications for the year include a very suggestive article for the *American Journal of Theology*, entitled "A New Chapter out of the Life of Isaiah."

The work of Dean Bosworth, as Professor of *New Testament Language and Literature*, has continued along the lines indicated in the Catalogue. The report also contains a partial record of Professor Bosworth's important outside work:

"The most important part of my outside work consisted in attendance upon Student Conferences at Ruston, Louisiana, Lake Geneva, Wisconsin, and Lakeside, Ohio; addresses before students in Ann Arbor, McGill, Wellesley, Olivet, Central College, Iowa College, Union Theological Seminary; an address before the Brooklyn Congregational Club; work in Min-

- isterial Institutes at Yankton, South Dakota, Frankfort, Michigan, and Grinnell, Iowa. In addition, I taught a Business Men's Bible Class every Tuesday evening through the Winter in the Cleveland Young Men's Christian Association. The average attendance for the season was fifty-one, and it has begun this Fall with an increased enrolment (probably about one hundred.)"

Professor Charles B. Martin, reporting for the Department of *Greek and Greek Archaeology*, calls attention to the fact that the work of the department has been greatly helped by fitting up Sturges Hall for lectures illustrated with the lantern:

"The occupation of Bradley Auditorium by the Museum of Natural History necessitated some such provision; and the audience room in Sturges Hall answers this purpose admirably, nor has it been marred by the installation of the lantern and the necessary curtains. The attendance upon the Tuesday lectures in connection with the course in Greek Sculpture, on the part of those who are not members of the class, increased. The needs of the department are: funds for the purpose of archæological apparatus; on the philological side the increased library appropriation has greatly relieved the situation. As a secondary need, and one which will be felt increasingly by all departments of the College proper, may be mentioned an increase in the number of recitation rooms."

Dr. Charles Nelson Cole, Professor of the *Latin Language and Literature*, reports:

"Latin seems to be more than holding its own in attracting students. The enrolment in the freshman sections continued to be almost exactly equal to the number of freshmen who enter from year to year with full preparation in Latin, while the higher classes, though fluctuating from year to year, occasionally tax the resources of the department to the utmost. It is much to be regretted, however, that the number of men electing this work remains very small. We have several times found ourselves, when asked, unable to nominate candidates for teaching positions in which men were required."

Professor Cole also notes that a feature of peculiar interest to him in the year's work was the relation into which he was brought with the Latin work of the high schools of the vicinity:

"The direction of the visiting required of the members of my teachers'

training course led me to make several visits to the Oberlin High School, and to try, by advice and direct assistance, to aid in improving the work. Before the Conference of College and Secondary Teachers at Western Reserve University in November, I read a paper on 'The Educational Value of Latin, dealing especially with those phases of the question which applied to high schools. I also spoke once before the Quarterly Institute of the Teachers' Association of Huron County, and twice before the high school section of the Lorain County Institute. Throughout the year I gave an advanced course in Lucretius for such Latin teachers of the vicinity as could avail themselves of it, five in all. The course was somewhat in the nature of a seminar, the discussions often straying to related questions of linguistic and pedagogic interest. To me this work was interesting and inspiring in the highest degree, and it is a source of keen regret to me that the pressure of regular work makes it impossible for me to keep up the course this year. Lastly, my Summer School course for teachers this year, for the first time, drew a number of teachers from the outside."

Miss Arletta M. Abbott, Professor of the *German Language and Literature*, notes with gratitude that "the appointment of a third Instructor for 1905-06 has entirely relieved the crowded condition referred to in my last report. Owing to Dr. Mosher's absence on leave, a second new appointment was made. The two new Instructors come to the work with good equipment and with experience in teaching."

The situation in the Department of the *Romance Languages and Literatures*, is thus stated by Professor John R. Wightman:

"The creation of a fourth section in French I, which was urged in my last report, has been carried out this Fall. The additional section has been put in charge of Mr. R. P. Jameson, who has just returned from a successful Summer spent in study in Paris. Mr. Jameson has also relieved Mr. Cowdery of one hour of his teaching. In spite, however, of the additional instruction provided in the class in beginning French, its divisions are again over-crowded. As the sections, if best results are to be obtained, should certainly not contain more than twenty-five students, while they each number at present more than thirty, the creation of a fifth division in this class is certainly necessary, and we trust this may be done next year. There are now actually 132 students in the classes in beginning French. The class in Spanish was taught four hours weekly throughout the whole



year, instead of, as previously, during but one semester. The attendance of students and their interest justified this step. Among the events of special importance to the department was the visit of M. Frantz Funck-Brentano. His lecture in French on the 'Bastille' was greatly appreciated, and his visit to the French classes was helpful and stimulating. This year, too, for the first time, our students attempted the public rendering of a French play. The one chosen was one of Moliere's. The results obtained fully repaid the time expended by the teachers and the student participants. On account of its educational value, we hope to repeat the experiment year by year. The French Club held its meetings weekly. Under its new organization, as a branch of the French Alliance, it seemed to take on fresh life, and proved itself even more than in previous years a valuable adjunct to the work of the class-room. During the year we were able to make small additions to the still very meager supply of Spanish and Italian books in the Library."

The report of Professor Charles H. A. Wager for the *English* Department contains several points of special interest:

"During the past year, the Department of English has lost two valuable men in Mr. Smith and Mr. Bates. They left a distinct impress upon the literary interests of their students. The English Club, founded and carried on through their efforts, while not officially recognized by the department, is a thoroughly serious and useful institution. I hope that it may do much to foster a literary interest in the College which has hitherto been almost entirely lacking.

"In this connection it has occurred to me that we were perhaps unwise in not recognizing the form of literary interest that is most prevalent in our student body, the dramatic. It is exceedingly difficult to obtain sufficient literary material to supply the student publications. It is never difficult, I judge, to find persons who are willing to give much time and ingenuity to the performance of a play. The interest in the drama, while liable to much abuse, may, under proper restrictions, be made a valuable means of literary training. The English Department of Harvard University has undoubtedly found it so. Hitherto, the plays performed have hardly been of educational moment, but during the past year I am glad to record that performances were given of John Lyly's *Campaspi* and of the Miracle Play of Abraham and Isaac, both with some attempt at reproducing contemporary methods, and both with really good effect. I am not at all sure that a supervised dramatic club, restricted to the performance of the best Elizabethan and earlier plays, may not at present be the best meth-

od of arousing in our students a personal interest in literary matters outside of their regular work, which is, of course, the best indication of the success of literary courses.

"The chief present need of the department is an associate professor, who might perhaps be temporarily shared with some other department. While our elementary courses are sufficiently numerous, we are not in a position to offer such advanced courses as will best prepare students for graduate study and attract them to it, nor are we able to offer much of value to our own graduates who return to us for their Master's degree. My experience as Advisory Officer, also, convinces me that the College in general would profit by a larger number of severe advanced courses, which would not only be intrinsically valuable, but would react favorably on all elementary work.

"The college entrance requirements in English are a subject of perennial interest and controversy. While I welcome the increased elasticity of the requirements, it seems to me clear that the emphasis on English in the high school is likely to become excessive, if it is not already so. I am quite aware that no freshman is too well prepared in English, and that many smaller high schools have little or no English instruction of value. But it is, in my judgment, plain that there is a marked tendency to sacrifice to English, subjects of greater disciplinary value. I therefore deprecate our yielding to the demand of many high schools that we accept four units of preparatory work in English, as I am convinced that in many cases this implies a sacrifice of ancient or modern languages or of the sciences. If we could bring ourselves to give credit for three full years of English and no more, I have no doubt that it would in the long run have a salutary effect on the preparation of the students who come to us.

"My record of publication is 'the short and simple annals of the poor' in leisure and in energy. It consists of sundry book-reviews, signed and unsigned, in *The Dial*. In this connection, I am glad to note that Mr. Bates's paper on 'The Optimism of Thomas Hardy,' in the July issue of *The International Journal of Ethics*, is attracting some attention."

Professor William G. Caskey, of the Department of *Oratory and Rhetoric*, gives the encouraging judgment that there is better work done in oratory and debate today than has been done any time during his seven years of teaching here. His statement of the recent change in the inter-collegiate debating will also be of interest:

"The withdrawal of the Ohio State University makes necessary the reorganizing of our Debating League. In the new organization there are but three institutions, Western Reserve University, Ohio Wesleyan University, and Oberlin College. Heretofore, each of the institutions composing the League has been going outside of the League for a second debate. Under the new arrangement, each institution meets the other two annually, meeting one with the affirmative and the other with the negative of a question agreed upon by all. This plan not only reduces the expense of debating, but heightens the interest in the contests themselves."

The report of Professor A. H. Currier for the Chair of *Homiletics* makes plain the interest and enthusiasm with which he is constantly remodeling his lecture courses, and indicates also the extent of the outside work done for the College:

"My writing for the public was limited to the preparation of a sermon of the Monday Club volume upon the International Sunday-School Lessons for the next year. In the series of thirty volumes that have been issued by the Monday Club, I have had more than forty sermons. During the year under review, I have represented the College in quite a number of pulpits: in the Euclid Avenue Congregational, Cleveland, the Toledo First, the Shawmut Congregational, Boston, the Crombie Street, Salem, the Central, Lynn, the Prospect Hill, Somerville, and the Congregational churches of Framingham, Auburndale, and Newton Highlands."

The report of Miss Eva M. Oakes, Instructor in *Drawing and Painting*, shows the most successful year's work of her entire period of teaching in the College:

"The exhibition at the end of the year showed a great gain in the quality of the work done. The fact that students of ability have been willing to remain for a period covering three or four years, has been a source of great encouragement. The increasing number of college students electing the drawing courses, is also very gratifying."

Dr. Florence M. Fitch makes the following report for the courses offered in the *English Bible*:

"For the first time in some years the Biblical work of the College, with the exception of the senior course, has been given into the hands of one teacher, instead of having it divided between the professors of the Old and New Testament Literature of the Seminary. The loss in specialization,

it was believed, would be more than balanced by the added unity, and especially by the increased interest which it was hoped the students would take in the elective work, if given by the same teacher with whom they became acquainted in the required freshman course. This expectation was justified by the enrolment of forty-seven in the elective course in Old Testament Poetry and Wisdom offered in the second semester, and by the election by some twelve or fifteen students of the course in Johannine Literature, given for the freshmen this year.

"Mention may here be made of my attendance at the Founders' Day Exercises of Lake Erie College at Painesville, in October, and upon the sessions of the North Central Association of Colleges and Secondary Schools at Chicago, and the Conference of Colleges of the Interior at Galesburg, both during the Spring. At the latter, I presented a paper upon 'The Social Life of the College.'"

### Mathematics and the Sciences

Professor Frederick Anderegg, of the Department of *Mathematics*, calls attention to the fact that an unusually small percentage of failures has occurred the past year in the freshman work, and that the majority of those failures were due to weak preparation. Professor Anderegg also notes the interesting fact that he has one graduate student, a teacher in the Academy, who is now taking his sixth consecutive year of mathematical study with him. He also records some valuable additions to the mathematical library, and expresses the hope that he will soon be able to add a complete set of the greatest of all mathematical journals, Crelle's Journal.

Dr. Charles E. St. John, after reporting upon the regular work of the Department of *Physics and Astronomy*, adds the following paragraph concerning the special matter of shop work, that has been so much in mind for the last two or three years:

"Ohio Wesleyan University has this Fall opened to students courses in shop work and has issued a bulletin outlining the work for the first and second years of engineering courses. Northwestern University has offered such work for some years. It will be no innovation for Oberlin to do so. Judging from the experience of Ohio Wesleyan University, it would

not be wise for Oberlin to undertake to do the work with less than Ten Thousand Dollars in hand for it. This is a pressing question, not for the Department of Physics, but for the Institution, in view of the decreasing proportion of men and the desire of men for such work."

Dr. St. John also calls attention to the fact that "it has become necessary to enlarge the equipment in the general course in physics because of the increasing number of students applying for that work. For a number of years the advanced courses have contained a good proportion of graduate students. This has been a source of satisfaction and inspiration and at the same time it has demanded a good deal from the resources of the department, but the cost has not been too great for the returns." The surprisingly large election in the Department of Astronomy and Physics is making Dr. St. John feel increasingly the need of a still larger teaching force, and of more adequate quarters, not scattered as now through four floors of a building. Dr. St. John also raises the question whether the growth of the College may not soon make more natural a little different division between departments, so that there should be a Department of Mathematics and Astronomy, on the one hand, and a Department of Physics and Engineering, on the other, with the purpose of later separating the last two subjects.

The report of Professor F. F. Jewett, for the Department of *Chemistry*, notes that for the first time in the history of the department "advanced students enjoy the privilege of a course in electro-chemistry. Electricity has grown to be of such vital importance to many chemical operations, and an understanding of it as related both to theoretical studies and to practical work so necessary, that to withhold such a course longer seemed an injustice even to students in a college course."

Professor F. O. Grover, of the Department of *Botany*, calls attention to "the great need of a small greenhouse for properly conducting the work of the general courses in botany, and the ab-

solite impossibility of giving a course in plant physiology without a greenhouse." He adds:

"A course in plant physiology is important in order to round out the work in botany, and should be given in alternate years with comparative anatomy of plants. For both these reasons, then, a small greenhouse should be provided as soon as possible. One that would serve our present needs could be built for \$600, at the western end of the Lincoln House."

The report of Dr. Lynds Jones, Associate Professor of Zoölogy, contains the following interesting statements concerning the Museum:

"The removal of the Museum to the third floor of Peters Hall necessitated a prodigious amount of work in rearrangement, the display of specimens which have been stored away in boxes for years, and the selection of specimens best suited for class demonstration. This work was carried forward by Professor Wright vigorously, and undoubtedly largely contributed to the impaired health which culminated in his sudden and untimely death. He saw, in the comparatively liberal amount of floor and wall space in the new quarters, the possibility of more nearly realizing his ideals for the Museum. He left it far superior to any Museum in the State in the value of the specimens, in their arrangement, and in the completeness of series selected for educational purposes. He believed that the Museum should illustrate the orderly sequence of natural phenomena, as far as the materials at hand would warrant, and he brought to the task a rare faculty for selecting out the essential things. He could not wish a better monument. With the aid of students and what time Mr. Baird was able to spare from his other duties, order was restored after the disorder necessitated by the removal of the Museum. There has always been pressing need of work upon collections and specimens which have been received, but never properly labelled. Hitherto these collections and specimens have had to remain boxed, suffering the damage which is inevitable for specimens which cannot be systematically and regularly examined. The added space in the present Museum and in the space which still remains to us in the library building, makes this work possible. Some of it was done while Professor Wright remained to direct it, but much remains to be done. Three times the amount of the appropriation which it has seemed possible to make to the Museum could be profitably spent in saving the material which is rapidly deteriorating, and in working over

material which should be so placed that it could be used for class demonstration purposes."

Dr. Jones expresses also his conviction that the work of the Zoölogical Department could be so shaped that all of the work of the first year in medicine "could be given without any considerable additional expense in either equipment or instruction. While the number of such men will never be great—perhaps never more than fifteen in any year—they are men whose influence with other men in the College will count for much."

On account of Professor Wright's death, no report is made for the work in *Geology*.

The report of the Professor of *Physiology and Physical Training*, Dr. F. E. Leonard, indicates the continuance of the work on essentially the same lines as last year, but notes the extension in certain directions of the work done in the Teachers' Course. Dr. Leonard has added, as have the other teachers, at my special request, a statement of the work done by him in lectures and publications:

"March 27-April 7, in Chicago, I gave a series of ten lectures on 'The History of Physical Training' before students preparing for the physical directorship at the Institute and Training School of Young Men's Christian Associations. This is a biennial course, which I gave for the first time in 1903. At the second annual meeting of The American Society for Research in Physical Education, held in Teachers' College of Columbia University, New York, April 20-21, I presented the first draft of a paper on 'The First Introduction of the Jahn Gymnastics into the United States (1825-1830).' This subject, which is of considerable interest and importance in connection with the early history of physical training on our side of the Atlantic, has since been worked out in detail and is now in process of serial publication. The most important gymnastic event in this country is the quadrennial *Turnfest* of the united German-American gymnastic societies (the North American *Turnerbund*), which now numbers more than 37,000 members. The last of these was held at Indianapolis on the 21st-25th of June, and at the invitation of the National Executive Committee I was present during the whole of that time, as the guest of the *Turnerbund*, serving as one of five members of a special com-

mittee of observation, made up of persons outside the ranks of the turners. This was a much coveted privilege, which I had already enjoyed on the occasion of the St. Louis *Turnfest*, in 1897. Here more than two thousand active gymnasts took part in the great variety of exercises presented, and the meeting was made especially memorable by the visit and participation of a squad of nine men selected from and representing the German *Turnerschaft*—the first time that vast popular organization of three quarters of a million men has ever sent an official delegation to this country.

"During the year I published the following: (1) A study of 'Adolf Spiess, the Founder of School Gymnastics in Germany,' in the November *Mind and Body* (Milwaukee); (2) 'Per Henrik Ling, and his Successors at the Stockholm Normal School of Gymnastics,' the concluding paper in a series on 'School Gymnastics in Sweden,' published in the December *American Physical Education Review*; (3) a second paper on 'Friedrich Ludwig Jahn, and the Development of Popular Gymnastics (*Vereinsturnen*) in Germany,' in the *American Physical Education Review* for March, completing one which appeared in March of 1900; (4) 'The Period of the Renaissance and the Reformation,' the first of two chapters in the history of physical training which cover the transition from mediæval to modern times, in the September *American Physical Education Review*. Most of the Summer vacation was spent in Oberlin in further study and writing connected with one of my regular courses of instruction."

### History and Economics

In Professor Hall's absence, no formal report has been submitted concerning his work in the Department of *History* for last year, which was done on the lines prescribed in the courses as announced in the annual Catalogue.

In connection with her courses in the *History of Art*, Mrs. A. A. F. Johnston calls attention to the fact that during the year nearly three hundred photographs have been added to the art collections. Mrs. Johnston has lectured during the year in Providence, R. I., in Springfield, Mass., and in our immediate vicinity has given three lectures in Cleveland, two in Wellington, and ten in Elyria.



Professor Bogart, former Professor of *Economics and Sociology*, has kindly sent to me from Princeton a brief report of his work here last year. He recommends the addition of two or three attractive courses in politics and jurisprudence as especially attractive to men, noting that he finds at Princeton that exactly one-half of the two upper classes are electing work in the Department of History, Politics, and Economics the present year. He believes that "the provision of such courses would strengthen the curriculum on the liberal arts side more than any other change that could be made." Professor Carver, as a member of the Advisory Committee on instruction in this department also urges "the appointment of an additional professor in political science or government, in order that the professor of economics could devote his time exclusively to that subject."

"I should like to insist," he continues, "that there is no department where either in the present or at any time during the past seven years expansion was needed as in this field. In most of the growing colleges the growth of interest in the fields of Economics, Political Science, and Sociology has been greater than in any other branches of study, and it seems likely that during the next generation or two the study of these branches will undergo some such expansion as took place in the field of natural science during the last generation or so. Therefore I cannot too strongly urge the necessity of adapting the work of Oberlin College to this movement and preparing her to take a prominent part in it. Let me say that the proposal which I have made is scarcely a proposal for actual expansion, but a proposal to terminate the period of contraction which dates from the death of Professor Monroe."

#### Philosophy, Psychology, Pedagogy, and Theology

The report of Dr. S. F. MacLennan as Professor of *Philosophy and Psychology*, makes a clear statement of the conditions in that department, and may be submitted almost in its entirety, and without comment:

"Since my last report, and in response to an appeal made therein to the Board of Trustees through you, a modification has been made in the

organization of the department. The assistant recommended has been appointed, and is now doing his work with satisfaction. That the aid given to the department was timely, may be seen from the fact that although Mr. Sturges's work is confined to the routine tasks of class reader and of laboratory assistant, his time is fully occupied. Also my own time is fully engaged with the conduct and oversight of the general work of the department. Should the enrolment of the College continue to increase in the future as it has in the past, and should the percentage of yearly increase in the department also continue as at present, there can be no doubt but that a still greater proportion of work must before long be laid upon the assistant. As matters stand at present, the addition to the department staff has brought a grateful sense of relief from over-crowding, and although the amount of his class-room work has not diminished, still your professor has more time and energy to give to it.

"The work of the past year shows a steady increase in the growth of interest taken in the study of philosophy, as this may be measured both by the numbers and type of students electing the higher branches and by the grade of work done in the required studies. Each year, I believe, finds the student body farther and farther removed from the thought that required studies are an undesired infliction, and nearer to the true position that they are opportunities for culture. This is emphasized further by the fact that the growth of the experimental department is steady and strong, that a goodly percentage of students enroll for *both* elementary courses in the second semester, although only one is required, and that a very marked increase is shown in the enrolment for the most advanced courses."

The report of Mr. Edward Miller, as Professor of *Pedagogy*, shows an increase in the number of students electing courses in pedagogy, and makes it probable that it will soon seem best that he should give his entire teaching time to this department. Professor Miller has taken, during the past year, a large part of the responsibility of the correspondence regarding teaching positions for recent graduates. And he will work the present year in close connection with the Secretary to the President in the same line. The Professor of Pedagogy has also been successful in bringing a number of the Faculty before various Teachers' Associations, and especially in arranging that they should speak before the high

schools of the county. The result is seen in a feeling of greater cordiality between the College and the neighboring schools.

Professor George Frederick Wright taught courses in the second semester in Quaternary Geology, in Christian Evidences, in Comparative Religion, and in Inductive Reasoning. Professor Wright delivered the L. P. Stone lectures for 1904-05 before Princeton Theological Seminary, on "The Historical Character of the Old Testament." He also presented four papers at the Convention and Conference of the American Bible League, on "Scientific Criticism, Falsely So-Called", "The Inductive Principles in Biblical Knowledge", "Geological Confirmation of the Biblical History of Israel from Abraham to the Exodus", and "The Contribution of Geology to the Credibility of the Flood"; a paper on "The Physical Conditions in North America during Man's Early Occupancy" was read at the Archæological Institute of America, meeting in Boston December 28-30. And he has also prepared numerous articles for the press, including articles for the *Bible Student, and Teacher* and *The American Geologist*, as well as the *Bibliotheca Sacra*.

The President's own teaching in *Philosophy* in the College and in *Theology* in the Seminary, has continued essentially as last year.

### The Slavic Department

The report of the *Slavic* Department, though it stands in somewhat different relation to the College than any other, because the Trustees have never assumed financial responsibility for it, may properly find a place at the close of this review of reports of heads of departments. Professor Miskovsky notes that the year just closed was a critical one in the history of the department, since through the death of Superintendent Schaufler the department has lost its recruiting officer and chief financial agent. This has thrown a heavy burden upon Professor Miskovsky, since he

has been obliged to give considerable time to the raising of funds. in addition to his ordinary work of teaching and administration. He spoke in twelve Congregational churches, and succeeded in thus making a substantial contribution toward the expenditures of the department. The most encouraging element, as Professor Miskovsky notes, in the situation, is "the fact that the Congregational Education Society has taken up the support of the department tentatively, to the extent of voting it \$1,600 for the current year." This amount, however, will not provide for the real needs of the department, but will rather inevitably cripple its efficiency. Thus, for instance, as Professor Miskovsky remarks, "the Committee are holding off three promising young men this year (a Pole, a Bohemian, and a Bulgarian) merely because of the lack of funds to support them. This is poor economy, as it costs just as much to maintain the teaching force for the students now on the ground as it would for the other additional three, and ten more, for that matter. The great need of the department continues to be *endowment*, or *adequate financial support through other channels*." The importance of the work done by this department should make this plea of Professor Miskovsky a strong one.

Another year the President will ask for reports from all the teachers in all departments, not necessarily for publication, but to make it sure that every teacher has the opportunity to make, directly to the President, any suggestions which he may care to make. And it is quite possible that it may be wise to ask some further chairmen of important committees to report on the main elements in their work. There are so many sides to the college life, that even the most careful effort to get a comprehensive statement is attended with considerable difficulty. The report as now presented, however, does include, in one form or another, reports from the Prudential Committee, the Budget Committee, and the Committees on Admission, Discipline, Honorary Degrees, Religious Work, Failure in Scholarship, and Beneficiary Aid.

*Instruction Units*

The discussion of instruction units in the Secretary's report shows that the size of classes is kept reasonably small in all cases where the lecture method is not expressly adopted. It should be borne in mind, as to the table of increases and decreases in certain departments, that the figures are necessarily affected somewhat from year to year by absences and changes of teachers; and where the gain in percentage is greatest, it does not necessarily mean that the classes in those cases are abnormally large, so much as that there was a time when, for some reason or another, the attendance was abnormally small. Astronomy, for example, leads the list of subjects in the proportion of increase, but the figures do not show that an abnormally large number of students are pursuing that subject. It should also be borne in mind that—as these tables plainly show—under the free working of the elective system, it is not quite possible for the College to grow in different departments just as it would. It is obliged to meet the demand for instruction along certain lines. The Secretary points out, for example, that the Department of German leads all the other departments in the amount of instruction offered. This is not because the Faculty believe that this is necessarily the ideal arrangement. They would probably distinctly prefer to push forward instruction in some other department, rather than to so largely increase instruction in the German. But they have not been able to meet the actual demand of the students for work in German, without increasing the teaching force in that department.

*Methods*

So far as instruction is concerned, the work of the Faculty for the year past probably does not greatly differ from that for the year immediately preceding. The adoption of a definite week for examination at the close of the semesters, already referred to, is perhaps the most notable change at this point, though it should be

noted that every teacher is left free to make such use as he deems wisest of the period so set aside. In general, the methods that mean most to the Faculty no doubt grow pretty directly out of our unusually democratic policy, and the frequent meetings for conference, with the mutual stimulus and the constant bringing in of fresh ideas, which these meetings imply. It is hardly possible for the Faculty to get into mere routine methods under this plan.

#### V. ALUMNI

Oberlin does not mean to forget that in a very real sense the alumni, more truly than any other body, constitute the College; and it wishes to make constantly more and more of the closeness and value of the relations in which the College stands to its graduates.

#### *Necrology*

The Obituary Record of the alumni of Oberlin College for the year 1904-05 was carefully prepared by Mr. Luther D. Harkness, and published, as last year, as an extra bulletin of the College. It contains concise sketches of forty-eight alumni who have died during the college year; that is, the list does not contain, it should be noted, those who have died since the last Commencement. The number of deaths is one more than that reported last year. The classes represented in the list range from 1838 to 1900, and the ages at death from thirty-one years to ninety-two years. Fourteen of those whose deaths are here recorded reached the age of seventy years or over, and ten the age of eighty years or over. Only five of the list are under the age of forty years. Rev. Elisha Sherwood, of St. Joseph, Missouri, of the Theological Class of 1836, remained, at the time of the issuing of this report, as for some years, the senior alumnus. Dr. Sherwood died, however, on August 19, at the age of ninety-five years. The oldest alumnus now living is probably Dr. Sherwood's classmate, Rev. Samuel Fuller Porter, of Oberlin, who is the only surviving alumnus of

any department graduating before 1839. The full list of names follows:

| Class   | Age |
|---|-----|
| 1878 Allen, Charles Whitfield                 | 50  |
| 1845 <i>Blackwood</i> , Prudence Jane Everett | 88  |
| 1883 Boyd, Willard Parsons                    | 40  |
| 1847 <i>Bryant</i> , Lucy Dale Fuller         | 84  |
| 1867 Childs, Joshua J.                        | 70  |
| 1839 Cochran, Samuel Davies                   | 92  |
| 1850 Conklin, Charles                         | 78  |
| 1877 Coon, Adelbert Benjamin                  | 47  |
| 1862 <i>Cory</i> , Emily Gates                | 68  |
| 1867 <i>Cronyn</i> , Sarah Zella Reid         | 62  |
| 1867 Daniels, Caroline Helen                  | 65  |
| 1866 Dean, Charles Frederick                  | 58  |
| 1881 <i>Deane</i> , Frances Melvin Clarke     | 44  |
| 1842 Fairfield, Edmund Burke                  | 83  |
| 1896 Freece, Botilda Kathrina                 | 31  |
| 1892 Gadsby, George                           | 52  |
| 1880 Graham, William Mc Lean                  | 49  |
| 1855 Hall, Sarah Melinda                      | 69  |
| 1838 Hodge, Nelson Wellington                 | 91  |
| 1850 <i>Holton</i> , Rebecca Bebout           | 81  |
| 1867 Hulburt, Lovilla Eliza                   | 66  |
| 1848 Jones, Martha Ann                        | 83  |
| 1861 <i>Jordan</i> , Emily Frances Hyde       | 69  |
| 1855 Judson, Sylvanus Mills                   | 88  |
| 1848 Kellogg, George Martin                   | 76  |
| 1864 Kelly, Celeste Cornelia                  | 65  |
| 1863 <i>Kent</i> , Jerusha Pettibone          | 67  |
| 1900 Kilbon, Marshall Edwards                 | 31  |
| 1890 Kimball, Homer Nash                      | 37  |
| 1889 Laundon, Lenora                          | 39  |
| 1882 Lyman, Horace Sumner                     | 49  |
| 1860 Mason, Ellen Jane                        | 67  |
| 1862 Matson, Henrietta                        | 66  |
| 1894 May, Edwin Melbourne                     | 34  |
| 1879 Nash, George Kilbon                      | 62  |
| 1845 Newberry, James                          | 86  |

|      |   |    |
|------|---|----|
| 1874 | <i>Paterson, Margaret Bingham Flack</i> | 51 |
| 1877 | <i>Potter, Ella Jane Gilchrist</i>      | 54 |
| 1878 | <i>Pringle, Thomas Jefferson</i>        | 65 |
| 1865 | <i>Randolph, Harriet Robinson</i>       | 65 |
| 1862 | <i>Shipherd, Jacob Rudd</i>             | 69 |
| 1875 | <i>Spring, Willis Parsons</i>           | 52 |
| 1855 | <i>Stone, Louis Anson</i>               | 79 |
| 1876 | <i>Strong, Deloss Adelbert</i>          | 63 |
| 1880 | <i>Tripp, Myra Celia Fellows</i>        | 49 |
| 1867 | <i>Winsor, Richard</i>                  | 67 |
| 1865 | <i>Wright, Albert Allen</i>             | 59 |
| 1843 | <i>Wright, Susan Deane Allen</i>        | 84 |

The list contains notable names, among which it may not be invidious to mention Samuel D. Cochran, as an unusual thinker, Edmund Burke Fairfield, a distinguished educator and publicist, Ex-Governor George K. Nash, Professor Albert Allen Wright, Rev. Richard Winsor, of India, who was gazetted by the Government of India January 2, 1905, for the distinguished honor of a Kaiser-i-Hind medal, for "labors strenuously directed towards raising the material welfare of the people around him in addition to his spiritual functions"; and among the younger men, Mr. Homer Nash Kimball, for the unusual extent of his public services. As one reviews the list, many other names crowd forward as deserving mention, and the College has endeavored to do something like justice to their memory in the careful, though brief, sketches of the Necrology Bulletin.

### *Quinquennial Record*

During the year just closed, the Quinquennial Catalogue of the College has also been issued, showing that the total number of graduates of all departments and courses has amounted to 4,083. Of these, 3,179 are still living—1,637 men and 1,542 women. 3,014 are resident in the United States—Ohio of course leading in the number of resident alumni, followed by Illinois, New York, and California in order.



*Living Endowment Union*

The increase in the membership in the Living Endowment Union, as brought out in the report of the Assistant to the President, already referred to, is very gratifying to the President. The very best endowment that any institution can have is the living endowment of its natural constituency—its graduates and close friends; and it may be hoped that the number of those accepting membership in the Union may still increase very considerably, without adding a heavy burden to any. It is even more important that the College should have a large number of interested friends, than that it should have a few very large gifts. May the President be allowed to call attention, also, once more, to the very large service that it may be possible for the alumni to render the College, through putting the Trustees or the Faculty in touch with others who may be able to give much larger sums than the alumni who have first won their interest? Just as the College has always depended—and not in vain—upon its alumni and students for its natural growth in numbers, so must it also mainly depend upon them for its most hopeful growth even on the financial side.

*Closer Relations*

The President believes that the alumni will clearly recognize that the past year has seen extended progress made in the direction of bringing about the closer relations between the College and the alumni, to which reference was made in last year's report. The very successful publication of the *Alumni Magazine*, which has been sent quite broadly to very many of the alumni, and which now numbers a fair proportion of them among its subscribers; the definite launching, during the summer, of the Oberlin Alumni Magazine Publishing Company; besides the sending out to the alumni during the year of the Annual Report, Catalogue, and Quinquennial Record, have all helped, it may be hoped, to this end. And the President trusts that increasingly the literature

sent to alumni may be at least glanced over and used, where that is wisely possible, to help the interest of some other.

The rather unusual extent to which the President and his Assistant have been able to meet with the alumni in various ways during the year, should have done something to insure still further the interest of the College in its individual alumni, as well as the interest of these individuals in the College. And both these officers wish to recognize, with the most hearty gratitude, the exceedingly kind and helpful reception that has been given to them in their work by the alumni scattered all over the country. It is hard for the President to believe that any College can have a more loyal body of graduates than Oberlin. One of the most impressive things which stands out, in running over the summary list of professorships and buildings which is prefixed to the Quinquennial Catalogue, is the very large amount which, throughout the history of the College, has been contributed by its alumni and former students. The College hopes not to abuse the confidence, so shown. And a Committee has recently been appointed to *supervise* a little more fully than has recently been done, *all appeals* from any part of the College *to the alumni*, to protect them from an unreasonable multiplicity of such demands. It is certainly the desire of the Faculty and of the administrative officers not to irritate our generous friends by a multitude of demands, but to recognize, rather, their own generosity by asking only what their own desire would gladly prompt. Let the President remind the alumni, also, that the College hopes to be able to be of some assistance, especially to younger alumni, in finding their best places of service, through the work of its *Bureau of Appointments*, which will be in immediate charge of the Secretary to the President. The President hopes that wherever a word from a member of the Faculty would be of help to an alumnus, he will not hesitate to ask for that word.

It has been a satisfaction to find that *Alumni Day* at Com-

mencement was becoming an occasion of increasing interest. The general program of the last Commencement was certainly one of unusual interest—the enthusiastic reunion of the Class of 1885 contributing not a little to this as to other occasions in connection with Commencement.

The President desires to call attention again to the great desirability of issuing an *Alumni Record* (that should contain a completer record of the facts concerning the graduates of the College than the Quinquennial can give), in connection with the seventy-fifth anniversary of the College, succeeding and supplanting in this way the *Semi-Centennial Register*, prepared in connection with the fiftieth anniversary of the College. If at the same time a complete catalogue of all the students who have ever matriculated in connection with the College Department could be published, I believe it would not only be of interest to many, but in the end would prove to have been an enterprise profiting the College in more ways than one.

#### VI. ADVISORY COMMITTEES

The entire list of the Advisory Committees is again published, with the list of Trustees and Trustee Committees, at the beginning of the annual reports, as an important part of the record of the year. Plans are on foot that it is hoped will enable these committees to render, without undue irksomeness, still larger service than they have already rendered. The main recommendation of the Committee on Economics, Political Science, and Sociology, has already been given in connection with Professor Bogart's report for that department. The committee on biological science makes some important suggestions that will be placed before the heads of the departments concerned. The committees on the Academy and on the Library have already made extended suggestions that are now working out. Some of the other committees will have definite recommendations to make a little later. It will not be for-

gotten that the whole idea in the formation of these committees is to make it possible for the alumni of the College to come into counsel with Trustees and Faculty in improving, in any possible way, the work of the College, and occasionally, perhaps, in helping to the resources by which such improvements may be carried out. The committees have been for so short a time, comparatively, in existence, that it seems wise to continue their membership for the present unchanged; and the President therefore recommends that the members of the several committees whose terms regularly expire January 1, 1906, be continued for another term of three years. The vacancy in the chairmanship of the Committee on History, caused by the resignation of Mr. Paul D. Cravath of the Board of Trustees, should be filled at this meeting of the Board.

## VII. STUDENTS

### *Attendance*

The Secretary's report shows general gains in all departments except the Academy, where the attendance has nearly held its own, gains in the number of graduates, and gains in the number of students coming from other colleges to Oberlin to complete their course. The last year's report showed an increase of almost exactly one hundred over the year before—reaching for the year a total of 1,715. The attendance of the preceding year was the largest so far in the history of the College, so that last year's attendance registered a very notable advance. The reports for the beginning of the current year show a still further increase. The College Department has already, for the Fall term, reached an enrolment of nearly seven hundred (696), all of full college rank. This steady gain in attendance naturally raises the question whether the time has come when we should call a halt? The fact, of course, that this total of 1,715 is not in a single department, but scattered among four departments, makes a difference, as does, of course, the fact that both men and women are in-

volved, and that they are under separate supervision. It would not seem impossible for three or four hundred men or women to be personally known and wisely supervised by a single official. We perhaps need not, therefore, be disturbed about the increase that has already occurred.

### *Breadth of Constituency*

The proportion of students coming from outside Ohio, it will be noted from the Secretary's report, has remained steadily almost exactly one-half, and the attendance from outside the State of Ohio is as hitherto, from almost all the states and territories of the Union, and from a considerable number of foreign countries. It is interesting, also, to see the number of colleges that are sending students to Oberlin for advanced standing. The Secretary's comparison of Oberlin with the five other colleges constituting the athletic so-called "Big Six" of Ohio, shows that Oberlin brings into Ohio from outside the State considerably more than the other five colleges put together.

### *Proportion of Women*

It is probably not necessary to add here anything to what has already been said in commenting on the report of the Trustee Committee on this question. I may simply summarize the various suggestions that have been made from different quarters of means that might help to increase the proportionate number of men:—the introduction of at least the more important part of the shop work of the first two years of the technical course; courses in higher commercial education; the introduction of the Teachers' Course in Physical Training for Men; pre-professional courses; the virtual establishment of a technical school; increasing the electives offered along the lines of economics, sociology, political science and history; some changes in the Conservatory that would tend to draw more men into it; gradual increase in the enrolment in the Sem-

inary; the completion of the Men's Gymnasium, and further emphasis on outdoor sports; and the erection of a large and many-sided men's building, in which all the men's interests might be centered under the Y. M. C. A. Changes in some of these directions are already hopefully under way, and others will doubtless follow in good time. The persistent natural causes for the larger number of women, to which the President referred in his last report, continue, and it is somewhat doubtful whether they can be altogether overcome. Quite aside from the question of the proportion of women, the report of the Dean of College and Graduate Women seems to make it clear that we shall be practically forced to make some restriction in the number of women received, from simple lack of proper accommodations.

### *Age of Graduates*

The Secretary has made an interesting study of this question, as concerns the Class of 1905, taken as a typical class. This class numbered one hundred and thirteen—fifty-three men and sixty women. The Secretary's figures as given to me show that, setting aside nine students—four men and five women, who are far above the normal age—the average of the men remaining is 23.62 years; the average age of the women, 23.08 years. The average, that is, of one hundred and four men and women in 1905 was 23.33 years. The average of the whole one hundred and thirteen was 24.05 years. There is no reason to suppose that 1905 was an exceptional class in either direction. These figures may therefore be taken, probably, as about the average now from year to year. They will mean different things to different people. The President happens to have at hand the figures for the class that graduated twenty-six years before the Class of 1905. The average age of the graduates of the Classical Course of that year was, 24.42 years. Since that time the preparation for College has been extended virtually a year; so that so far as the comparison of these

two classes is concerned, it would not indicate that the age at graduation was especially increasing. So far as this comparison goes, it confirms similar much more extensive figures taken at Amherst College.

### *Health*

The general health of the students during the year 1904-05 has been, on the whole, notably good. There have been few cases of serious illness, and no deaths. This is a really remarkable record, in view of the large number of students in attendance. But it should not shut our eyes to the pressing need, nevertheless, of some provision for a college hospital. Even in comparatively slight illnesses, the help of such a building, not only in the comfort of the patient, but also in the comfort of a number of others involved, and in the gain in promptness with which the student could get back to assured health and to the best quality of work, would be very great.

### *Athletics*

For a definite report upon athletics from the point of view of the Graduate Manager, reference may be made at once to the Secretary's report. No special changes have taken place in our situation in athletics since last year. But the reports of the Directors of the Men's and Women's Gymnasiums show that a larger and very encouraging number are engaged in outdoor sports, and they give evidence, too, that there will be still further attention paid to this point. So far as reasonable sanity on this subject is concerned, it may be rather favorable than otherwise that Oberlin has not had a strongly winning football team in the last two years. In any case, I think we are all here agreed that it is far more important that we should have a deserved reputation for absolutely clean playing, than that we should continuously win. I think the Athletic Committee are one with the President in their

intention to have only the highest standards prevail. There is to be no buying up of men by either alumni or students, and no coaching either in the direction of brutality or of unfair playing. No doubt it is difficult for any institution to maintain the best standards without coöperation. But we have reason to believe that there is in Ohio increasing coöperation in this direction; and there is some reason to hope for still greater gains in the elimination of unnecessary dangers and violence from the game from President Roosevelt's action in the matter, and from many other influences acting in the same direction. In the long run, it ought to be manifest, to even those most enthusiastic over athletics, that no gain can finally come to a college that makes athletics the dominant interest and concern in the college.

### *Discipline*

The reports from the Deans of Men and Women, and from the Principal of the Academy, indicate that little formal discipline has been required during the year, and they imply, as well, the steady formation of closer personal relations between students and officers, and a consequently diminishing amount of discipline at arm's length. The Deans of Women, during the year, have achieved much in this direction by personally visiting the young women at the different houses through the town, and gathering them together for personal conference there. And a similar result has been sought, in a little different way, by the Dean of Men and by the President. The spirit of the students in their relations to the administrative officers I have never known to be better, during my connection with the College. Some steps were taken last year toward a Student Senate, and more will no doubt be done in the same direction the present year. But in any case, one cannot fail to see a general readiness on the part of the students to coöperate with the Faculty in promoting the interests of the College. There has been a gratifying taking of responsi-



bility here, in an entirely informal way, by the upper classes, and by the two Christian Associations. The President believes that Oberlin must not fail to aim at college ideals *above* the average, bringing more and more fully into existence a community genuinely democratic in the highest sense, and certainly never excusing in the college man what would be condemned in another. He believes that it is vain to talk about religious education while colleges plainly refuse to bring the various sides of the college life itself under truly Christian ideals. Neither prayer-meetings nor mission study will make good dissipation, rowdyism, deception, or brutality.

### *Scholarship*

In the matter of scholarship, it is believed that the Advisory Officer, with his coadjutors in the Faculty, may help much. The graduate students, also, if they are of a high order, have it in their power to make here a large contribution. But the standard must evidently be set mainly by the teachers themselves. The Committee on Failure in Scholarship aims to help especially those in the lower range of scholarship, and the following statistical report may not be without its value here. Students that show persistently that they will not attend to work are simply dropped:

*November, 1904.*

|                                   |  |    |
|-----------------------------------|--|----|
| Number of personal interviews, 34 | Number of students thus interviewed who passed in all of their work at close of semester ..... | 13 |
|                                   | Number of students who failed in examination .....   | 7  |
|                                   | (5 made up.)   |    |
|                                   | Number of students who failed in term average, or left work unfinished .....                   | 5  |
|                                   | Number of such students who dropped part of their work. (3 passed work retained.)              | 9  |
|                                   |  | 34 |

## STUDENTS

97

|                                   |  |    |
|-----------------------------------|--|----|
| Number notes of warning sent, 12. | Number of students thus warned who passed in all their work          | 3  |
|                                   | Number such students who failed in examination at close of semester  | 2  |
|                                   | Number such students who failed in term average at close of semester | 7  |
|                                   |  | 12 |

Number of students cut down in their work to less than fifteen hours in second semester, 5.

*May, 1905.*

|                                   |  |    |
|-----------------------------------|--|----|
| Number of personal interviews, 26 | Number of students thus interviewed who passed in all of their work at close of semester | 14 |
|                                   | Number such students who failed in examination   | 6  |
|                                   | (1 made up.)   |    |
|                                   | Number such students who failed in term average, or left work unfinished                 | 6  |
|                                   |  | 26 |

### *Graduate Scholarships*

The list of students holding graduate scholarships for the year upon which we have just entered is as follows:

Ernest Barrett Chamberlain, A.B., 1905, English.

Martha Ada Fisher, A.B., 1904, Biology, Zoölogy, Botany.

Herbert Harold Goodenough, A.B., 1905, Economics and History.

Jonathan Melvin Kurtz, A.B., 1905, Chemistry, Mineralogy, and Geology.

Walter Wyatt McKay, A.B., 1905, Pedagogy and Physical Training.

Carrie Lenore Rose, A.B., 1905, Mathematics and Physics.

The graduate scholars in most cases, in addition to their study, are rendering some valuable assistance to the heads of the departments in which they are studying.

### *Social Life*

There is undoubtedly more social life in the whole College

than previously—of men with men, of women with women, and of both men and women—and for the most part, of a kind more likely to help the student in his later life. Additional pains have been taken in this direction in the last few years. And the students themselves are managing successfully considerable social functions. This increase of the social life of the student has not been detrimental, in the judgment of the President, to the other sides of the college life. It has been confined chiefly to Saturday evenings, has not been given an undue amount of time, and has not cut in largely on the scholarly work of the student. The hours for the social functions have been reasonably limited and health has been guarded. There was need of some real increase of social life for the student, and the increase, therefore, certainly need not be regretted.

### *Religious Life*

There are many things in the recent life of the American people, which indicate that the people are waking up on every side to the importance of moral and religious education. Repeated conferences upon this point, in connection with different educational bodies, have been held in the last two or three years; and we have good reason to hope that much more will be accomplished in this direction than has been the case in the years just passed. Oberlin will need to be wide awake herself, if she is not to be surpassed in this part of her work by other colleges. In recent years there has certainly been a great increase in student responsibility for the religious life of the College, and this is an occasion for genuine rejoicing, if it does not mean less and less care and responsibility here by the Faculty. It should not be forgotten that the College cannot wisely give over all this kind of work to mere student direction, any more than it can wisely surrender other lines of thought and work; but it is hoped that we are, in considerable measure at least, avoiding this danger. A large and representative Commit-

tee on Religious Work, under the chairmanship of Dean Bosworth, is in close coöperation with representative committees from the student body. The Christian Associations, also, have Advisory Boards from the Faculty and alumni, and with these Boards there is constant conference, and, in the case of the women, the Board has been especially active. Some Association courses are also almost always taught by members of the Faculty. The work that the College is doing, too, through its own Bible courses and through the required work in the senior class, is to be noted. The secretaries of the two Associations have also kept in close and sympathetic conference with the college officers; and the President is himself justified in continuing his large Sunday Bible Class only because of the conviction that it has a vital contribution to make to the entire higher life of the College. The work of the secretaries of the Associations last year certainly fully justified itself, in spite of the fact that Mr. Sprunger's very serious illness compelled his retirement from the secretaryship of the Y. M. C. A. Mr. Sprunger's work was efficiently taken up by Mr. Robert L. Ewing. And the secretaryship of the Young Women's Association was successfully carried by Miss Georgia Carrothers.

Professor Bosworth's statement of the work of the two Associations well suggests the important work they are doing:

"Several days before the opening of the college year about sixty officers and committee men of the College Y. M. C. A. met in Oberlin and spent two days planning the work of the Association for the coming year. This is indicative of the change that has taken place in the religious activity of the College. What used to be done by the Faculty along religious lines is now done more thoroughly and systematically by the students themselves. Students are developed by assuming responsibility and are prepared for religious work after college days are over. An alumnus of only a few years ago can have no idea of the advance made in this direction. Both the Y. M. C. A. and Y. W. C. A. now have paid secretaries giving their whole time to the work of the Association. The present Secretary of the Y. M. C. A. is R. O. Bartholomew '05.

Miss Jean James is the newly appointed Secretary of the Y. W. C. A. She is a graduate of Vassar, and comes to Oberlin from the student secretaryship of the State Normal School located at Albany, New York. Large and efficient committees are at work in both organizations. These committees among the young men carry on thirteen different kinds of work and include seventy-five men in their membership. Letters are sent to new students who are known to be planning to come to Oberlin, offering to help them get started in Oberlin and to find them employment if they need work. They are met at the trains, and boarding places are found for them. Eighty men were helped to permanent employment by the Y. M. C. A. last year, and twenty-five men to odd jobs. The cash value of the work secured was \$3550. In this way the Associations gain a strong hold upon the students. This year more than six hundred girls attended the reception given by the Y. W. C. A. to the new girls on the lawn between Talcott and Baldwin. In the evening of the same day, four hundred and fifty men were present at the bonfire reception given by the Y. M. C. A. to the new students near Dill Field. Voluntary Bible study is carried on by the Associations. In the Men's Association last year eighteen Bible classes were formed for daily Bible study. More than one hundred and eighty men and women were enrolled in mission study classes. That there is vitality in all this, is evidenced by the fact that some seventy men began the Christian life last year. As I look over more than twenty-five years' connection with Oberlin I do not remember a time when the religious life of the College has been more wholesomely vigorous than in the present student generation. It is a thing of the open air, healthy, normal, and reverent."

The very brief statistical summary of the young men's work for the year 1904-05 may also be given as illustrative.

406 members.

75 men serving on committees.

35 delegates to the Summer Conference at Lakeside, Ohio.

27 men in the Volunteer Band for Foreign Missions.

3 general receptions for men.

6 Sunday-schools maintained outside of the college community.

36 weekly religious meetings.

3 special evangelistic services.

17 classes in Bible study meeting weekly.

8 mission study classes meeting weekly.

65 boys of the town in clubs supervised by the Association.  
78 men helped to employment. Bible Study Conference. Boarding house register. General Secretary devoting his entire time to the work.

The President has elsewhere expressed his own judgment of the work of the young men's Association, and he could say the same things for the young women:

"I am glad to say that I never believed more in the College Young Men's Christian Association than to-day. I have been especially impressed and greatly gratified with the statesmanlike way in which the officers and committees of the Association are surveying the entire field of college life, and preparing themselves to meet effectively the various needs as they appear. I do not know what can be more encouraging to a college executive than to know that such a body of young men are voluntarily enlisting to make the college life as wholesome and significant and satisfactory as possible. I could not easily over-state the satisfaction that I find in this simple fact. The Association is making a contribution to the entire college life that it would be difficult indeed to replace by any agency or combination of agencies."

#### VIII. RELATIONS TO OTHER EDUCATION AND EDUCATIONAL INSTITUTIONS

##### *Secondary Schools*

The work of the Secretary and of the Faculty Committee on Secondary Schools, in bringing the College and the secondary schools into closer and more cordial relations, has been continued as last year, and has been noted in reports already discussed. There is no reason why this work should not go forward with increasing success, especially so far as it relates to schools in the immediate vicinity of the College.

##### *Other Colleges*

Attention has already been called to the interesting extent to which other colleges are sending us students for our own higher

classes. The cordiality of the coöperation among all the colleges and universities of the North Central Association continues, and cannot fail to mean much for the educational interests of all the states involved. The President and Dean Bosworth have spoken before the students of a considerable number of colleges and universities, and several members of the Faculty, including Dr. Fitch, Professor St. John, and Professor Miller, have taken part in various educational gatherings. The so-called Conference of Colleges of the Interior has continued its sessions with profit; but as this Conference is organized almost wholly along denominational lines, that have no special significance in the college work, it is hoped that this may be replaced by a more catholic association of all the colleges that are admitted to membership in the North Central Association, as a large step toward the national organization of colleges, which was proposed at the special conference held three years ago at Northwestern University. The President was made a member of a committee of three appointed at that time to plan for such a national organization. At the request of the chairman of that committee, who has now become a state university president, he has taken up this question of the formation of a college association, at least for the North Central States. The responses from presidents of the colleges concerned, seem to make it clear that such a conference can be speedily and successfully organized, without the slightest thought of any opposition to the universities. The plan would be simply to get the presidents, and perhaps the deans, of institutions that are primarily colleges together, to consider their common problems, just as the presidents of the state universities now gather to consider their problems. There has been an evident reaction toward the greater appreciation of the work and value of the American college, and yet there are plain difficulties and problems quite sufficient to make it desirable for at least the presidents of the colleges to get together for conference. Oberlin has also been represented at college and uni-

versity functions of various kinds, installation ceremonies, dedications of conspicuous buildings, and celebrations of founders' days.

### *Professional and Technical Schools*

The study and discussion of the relation of the colleges to these schools have continued, but it can hardly be said that there has been much further definite progress made, especially as relates to professional schools, though there seems reason to believe that a reasonable adjustment may still be worked out, especially with some of the best of the western universities. The professional schools cannot afford completely to ignore the desires and requests of their best feeders.

## IX. OUTSIDE INFLUENCE

### *College Publications*

The list of publications made directly by the College is given in the report of the Secretary. One cannot go carefully over these publications without noting the evident improvement made in their form within recent years. The Catalogue, under the careful supervision of the Secretary, is certainly much more satisfactorily printed, and there were some valuable features added, also, to the Quinquennial Catalogue, especially in the addition of the historical summary and of the full list of professorships and buildings. The issue of the Directory last year was so plain a convenience, both to students and to Faculty, that it has been issued as a matter of course the present year. The Directory practically pays for itself. And the College Calendar for last year had also a very enthusiastic reception, and there seems to be good reason to expect it to be even more satisfactory the present year. Mention might also be made here of the Young Men's and Young Women's Christian Association Handbook, and of the printed reports which the Associations now issue each year. The success of the students' pa-



per, the *Review*, does not seem to have been affected by the publication of the *Alumni Magazine*. It certainly ought to be possible to make both thoroughly self-sustaining, with student and alumni bodies of such size as Oberlin has.

The main publications of the Faculty have been nearly all referred to in other portions of the report. They include five volumes: *John Henry Barrows, a Memoir*, by his daughter, Mary Eleanor Barrows, issued early last year; *The Study of the History of Music*, by Professor Edward Dickinson; *A Text-book of Harmony*, by Mr. A. E. Heacox and Mr. F. J. Lehmann; Professor Jewett's enlarged edition of his *Laboratory Exercises*; and the President's volume entitled *Rational Living*. Besides these volumes, reference should be especially made to the completion by Professor Swing of the manuscript of his *Life of President Fairchild*; to Dr. Leonard's articles on "The History of Physical Education," in the *American Physical Education Review*, and in *Mind and Body*; to Professor Wager's literary reviews; to Mr. Bates's article in the *International Journal of Ethics*, on "The Optimism of Thomas Hardy"; to Professor Cole's assistance in the revision of Lodge's *Latin Composition*; to Dr. Hanna's articles in *The Evangel* and the *American Physical Education Review*; and to the articles already mentioned of Professors Currier, Fullerton and Wright. Mention should also be made of the new edition of P. Tchaikovsky's "Liturgy of St. John Chrysostom," with Professor Wright's English translation and adaptation to the music. This has been published by P. Jurgenson of Moscow. And in this connection it should not be forgotten that a number of musical contributions have been made by members of the Conservatory Faculty.

#### *Lectures and Concerts*

In addition to the list of Artist Recitals contained in the report of the Director of the Conservatory of Music, and the recitals

given by members of the graduating class of the Conservatory, the following lectures and entertainments have been given during the year under the auspices of the College or of the various organizations connected with it:

- October 4—Members of the Conservatory Faculty. Concert.
- October 11—Jacob Riis. "Theodore Roosevelt, the Man."
- October 21—Rev. Charles Wagner. "The Simple Life."
- November 1—Mr. Josef Hofmann. Piano Recital.
- November 9—Mr. Alexander Guilmant. Organ Recital.
- November 15—Rev. Charles E. Jefferson, D.D. "Emerson and Carlyle."
- November 21—The Pittsburgh Orchestra. Orchestra Concert.
- November 30—Miss Ella Russell. Vocal Recital.
- December 6—Mr. Bliss Perry. "Literary Fashions."
- December 15 and 16—The Oberlin Musical Union. Oratorio, The Messiah, Handel.
- January 10—Members of the Conservatory Faculty. Concert.
- January 11—The Kneisel String Quartet. Quartet Concert.
- January 17—President Carroll D. Wright. "Is there any Solution of the Labor Problem?"
- January 31—Mr. Jose Vianna Da Motta. Piano Recital.
- February 2—Mr. John Z. White. "The Single Tax."
- February 7—Mr. George Devoll and Mr. Edwin Isham. Vocal Recital.
- February 8—M. Frantz Funck-Brentano. "The Bastille and Its Secrets." French Lecture.
- February 16—The Cincinnati Orchestra. Orchestra Concert. Matinee.
- February 21—Home Oratorical Contest.
- February 22—Rabbi Moses Gries. "Washington and Lincoln."
- February 28—Hon. William Jennings Bryan. "The Value of an Ideal."
- March 3—Intercollegiate Debate. Oberlin vs. Ohio Wesleyan University.
- March 7—Mr. Karl Griener. Violoncello Recital.
- March 10—Mr. Solon Severance. Stereopticon Lecture on Japan.
- March 14—Rev. Judson Smith, D.D. "The Work of the American Board."
- March 15—Rev. Judson Smith, D.D. "China."
- March 15—Rev. Judson Smith, D.D. "The Boxer Revolt."
- March 16—Rev. Judson Smith, D.D. "The New China."
- March 21—The Oberlin College Glee Club. Concert.

## PRESIDENT'S REPORT

- April 7—Intercollegiate Debate. Notre Dame vs. Oberlin.
- April 8—Professor Rufus B. Richardson. Illustrated Lecture on Sicily.
- April 11—Mr. Hamilton Mabie. "A Great Man of Letters."
- April 13—Mr. H.-H. Powers. "An Ancient Story of Politics and Reform."
- April 15—Professor M. H. Morgan, Ph.D., LL.D. "The Roman Theater and the Production of Comedy."
- May 11—Professor Edward Dickinson. "Musical Appreciation."
- May 14—President Henry Churchill King. Baccalaureate Sermon, Theological Seminary. "The Elements of Opposition in the Ministry of Christ."
- May 16—The Oberlin Musical Union. "The Beatitudes." Cesar Franck.
- May 17—Theodore Thomas Orchestra. Orchestra Concert. Matinee.
- May 17—The Oberlin Musical Union. "Tannhauser." Wagner.
- May 18—Rev. Amory H. Bradford, D.D., Commencement Address, Theological Seminary. "The Inward Light."
- May 18—Rev. Jesse Hill. Address before the Alumni of the Theological Seminary.
- June 14—Ben Greet Woodland Players. "As You Like It."
- June 14—Ben Greet Woodland Players. "Midsummer Night's Dream."
- June 25—President Henry Churchill King. Baccalaureate Sermon. "The Fundamental Temptations."
- June 28—Mr. James B. Dill. Commencement Address. "Back to Beginnings."
- June 28—The Oberlin Musical Union. "The Odysseus." Bruch.

*Outside Work and Lectures*

The work done in this direction by the different members of the Faculty has been sufficiently indicated by quotations made from the reports of the officers and teachers. The representation of the College by its student organizations has been wholly creditable—the work of the Glee Club in this respect being, of course, particularly notable.

## X. MATERIAL EQUIPMENT

Under this head there is not much to be added to the report

of last year, beyond what is clearly given in the report of the Superintendent of Buildings and Grounds. The chief changes are those occasioned by the Baldwin Cottage fire, the improvement of the Campus, and the removal of the smaller buildings in the rear of Peters Hall. This last improvement looks to the gradual clearing of the interior of the eastern part of the square in which Peters Hall stands.

*The Contribution Made by the College to the Town*

So much is said by a few from time to time of the disadvantage that comes to the town from the large amount of untaxable property owned by the College, that it may not be amiss to summarize some of the ways in which the College has contributed directly to the large improvements that have taken place in the town in recent years: In the first place, in the establishment of the Water Works and of the sewer system, the College, in 1888, contributed directly for the Water Works, \$5,220, and in 1893, for the sewer system, \$1,500. It has paid toward the sewer system since 1893 sums amounting to \$1,258.45, and for paving since 1897, \$4,526.29. The College had previously paid toward the old stone pavements, \$1,875.47. It is paying, for the year 1905 alone, for paving, sums amounting to \$979.88. Besides this, it should be remembered that the College is virtually keeping up, in the Campus, at no expense to the town, a town park. In this direction, including the paving tax involved, it expended, during the year 1903-04, \$801.16, and during the year 1904-05, \$737.93. In addition to the care of the Campus, during the last year nearly \$1,000 has been spent directly upon improvements in the Campus. The mere care of the Campus costs the College regularly from \$350 to \$400 each year. And it should not be forgotten that the College is making a similar contribution to the community in the keeping up of Ladies' Grove and the Arboretum. It should also be remembered that far the larger part of the annual expenditure of the

College of \$175,000 is spent in town; and, moreover that, at a moderate estimate, the students themselves bring into the town every year close to a half million dollars. The citizens may well consider that it would take a good deal of a manufacturing plant to bring as much money into a town to be spent in it.

### *Gains*

The gains for the year on the material side might be thus briefly summarized: a subscription of \$125,000 for the Library Building; \$10,000 toward the fund for a new Art Building; \$2,250 as a beginning of the new fund for library endowment; considerable increases to scholarship funds, and some further increase of endowment; and considerable additions to the Library, Museum, and Herbarium. Besides these material gains it should be noticed that it has been possible, also, to provide additional assistance in the departments of Philosophy, German, and French.

### XI. NEEDS

The main needs brought out by the survey of the year have been noted in connection with the various divisions of the report, and especially in connection with the reports of the officers and of the Faculty. Perhaps the greatest need of all must be steadily counted to be the need of endowment for increase of salaries, which, in the judgment of the Trustees and friends of the College, are clearly too low. The President has a definite recommendation to make at the meeting of the Trustees upon this point. The next need, and that which the circumstances press upon us as being the thing now to be pushed for, is \$100,000 for library endowment to meet Mr. Carnegie's condition; and besides this, there is the need of some further large sums for immediate expenditure to bring the Library up to date, in its various departments. As last year, it is the judgment of the President that increase in endowment is now needed nowhere more than in the Theological Seminary, where there has been practically no increase

in resources for many years. Perhaps no single enlargement of the teaching force is so desirable as the appointment of an associate professor in the Department of Economics and Sociology. It is also quite desirable that there should be a similar enlargement in the Department of English. For many reasons, enlargement of our work along technical lines, to make the adjustment to technical schools more easy, is peculiarly needed. The buildings most needed, besides the chapel and the library now provided for, are dormitories for women to meet present imperative demands; an art building—the lack of which is particularly felt, in view of the gift of the Olney Collection; a Y. M. C. A. building that should afford in the broadest way a center for all the men's activities; a women's gymnasium—the present building being absolutely inadequate to the needs; an administration building; and some provision of hospital facilities. The pressing need of a biological science building is somewhat relieved by the prospect of being able to surrender the present library building to the Department of Zoölogy when the new library building is erected.

Toward the *New Half Million Fund* there may probably be now counted as available about \$335,000. This amount does not include any sums bearing annuity, and counts out, of course, subscriptions that have been coming in for the Reunion Fund, but does count known subscriptions and wills not yet included in the Treasurer's report, and the principal corresponding to the fund which will come in for the Library annually from the town. The sum could be quite a little increased if annuities were taken into account. The Olney Collection is not in any way valued in this summary. This is an encouraging increase on the sum reported last year. But it should be recognized on all hands that the College surely ought not to ask further extension of time from our very considerate Boston donor. Every possible effort should be made to clear up the entire Half Million Fund the present year. \$100,000 of it, by Mr. Carnegie's condition, must go to library en-

dowment; and it is never easy, of course, to raise endowment funds. It will require a good deal of concentrated effort on the part of Trustees and officers, if the Half Million Fund is completed by July first next.

The definite recommendations of the Council for the present and ensuing years are necessarily limited by the budget, and will be presented to the Trustees in connection with the preliminary report of the Budget Committee.

Respectfully submitted,

HENRY CHURCHILL KING.

# Reports of Officers

## REPORT OF THE SECRETARY

### *To the President:*

SIR—I have the honor to present herewith my seventh annual report as Secretary of Oberlin College, covering the year 1904-05.

The work of this office has followed the same general lines which have been indicated in previous reports. The new letter filing cabinet, purchased during the year 1904, has been found very satisfactory for the filing of the large number of letters which come to me. The capacity of the file is sufficient to enable us to keep letters for three or four years without the necessity of transferring them.

During the year some changes have been made in the vault for the storage of records and papers, and the condition of the vault is much more satisfactory. For a year or two after the college offices were moved into the present building the papers were in great danger of spoiling from mold, but that danger has been removed by improved ventilation.

The work of this office is being carried forward as satisfactorily as is possible in the present unsatisfactory building, but the danger from fire is very great, and the loss which would result from the destruction of the office building would be very serious. The card catalogues of Alumni and similar card catalogues of students past and present, are so bulky that it is impossible to have them moved into the vault each night. It will probably not be worth while to develop the catalogue of all students and perfect it, involving as this does a prodigious amount of labor, until the fire risk is removed by the erection of the fire-proof administration building. I hope that the Trustees will not be satisfied with the present building for office purposes for more than a year or two longer.

There are two items of new work and two items of deferred work which we hope to undertake the coming year. The new work includes the publication of a new illustrated pamphlet to take the place of the one which has been used very effectively in the general correspondence with prospective students. Some of the material in the old pamphlet needs to be entirely rewritten and many of the illustrations can now be replaced by much more satisfactory views of College buildings and grounds. The new illustrated pamphlet will be issued under the direction of the Committee on Outside Representation, and it will probably be ready for distribution by the first of February, 1906.



There have been frequent calls from good high schools for framed photographs showing views of the campus and of the College buildings, and we have purchased photographs for use in ten or fifteen of the most important schools. These frames, with photographs, will be distributed under the direction of the Committee on Outside Representation.

The two items of deferred work which I have mentioned are the completion of the index of the Trustee records for the first forty years, and a systematic filing of many old documents of historical value at present stored away in inaccessible condition in the vaults in the Secretary's and Treasurer's offices. Both of these pieces of work are very attractive to one interested in the history of Oberlin, and it is my hope that within the coming year I may be able to do much work of value to the College in these two lines.

The material in this report will be grouped under five main heads, as follows:

Publications.

Correspondence and Admission of students.

Scholarships and Beneficiary Aid.

Official Records and Statistics.

Athletic Association.

## I. PUBLICATIONS

### *Bulletin of Oberlin College*

The most important publication is the Bulletin of Oberlin College, issued every six weeks. It included last year the following numbers:

No. 13. Annual Reports for 1903-04, Nov. 1904.

No. 14. Catalogue for 1904-05, preliminary edition, Jan. 1905.

No. 15. Quinquennial Catalogue for 1905, March, 1905.

No. 17. Catalogue for 1904-05, final edition, June, 1905.

No. 18. Oberlin Academy Calendar, June, 1905.

Four extra numbers were issued as follows:

Catalogue of the Conservatory of Music, Jan. 1905.

Catalogue of Summer School for 1905, April, 1905.

Catalogue of the Conservatory of Music, June, 1905.

Necrology report for 1904-05, June, 1905.

Numbers 13 and 15 were mailed to all alumni.

### *Quinquennial Catalogue for 1905*

In my report of last year I mentioned the plans for the publication of

the 1905 Quinquennial Catalogue of Alumni. This catalogue was issued on the 31st of March, 1905, and contained four hundred pages. It was sent to all alumni of the College, and to many colleges, libraries, and historical societies. The work of collection and arrangement of material for the Quinquennial Catalogue was attended to in large part by Mr. Luther D. Harkness, who had rendered a similar service for the catalogues of 1895 and 1900. The inquiries preliminary to the publication of the 1905 catalogue were begun in November, 1904, and it is thought that the information contained in it was unusually accurate at the time of its date of issue, March 31st, 1905. It contained the usual lists of trustees, teachers, and graduates of this College. The names of the graduates were arranged in the body of the catalogue by classes, followed by two valuable indexes,—a locality index of living graduates, and an alphabetical index of all graduates.

The new features were an historical summary, a list of professorships, and a list of college buildings with historical information with reference to each building. It was hoped that a decided gain would be made by placing in the hands of the officers and alumni, in a form convenient for quick reference, the really important facts contained in the new sections.

The following summary shows the total number of graduates, also the number of living graduates:

| Courses                                 | TOTAL NUMBER OF GRADUATES |       |       | LIVING GRADUATES |       |       |
|---|---------------------------|-------|-------|------------------|-------|-------|
|   | Men                       | Women | Total | Men              | Women | Total |
| <b>THE COLLEGE:</b>                     |                           |       |       |                  |       |       |
| Classical <sup>1</sup> .....            | 1537                      | 580   | 2117  | 1133             | 520   | 1653  |
| Philosophical.....                      | 106                       | 180   | 286   | 98               | 178   | 271   |
| Scientific.....                         | 25                        | 5     | 30    | 25               | 5     | 30    |
| Literary.....                           | 4                         | 963   | 967   | 4                | 684   | 688   |
| Totals.....                             | 1672                      | 1728  | 3400  | 1260             | 1382  | 2642  |
| <b>THE THEOLOGICAL SEMINARY:</b>        |                           |       |       |                  |       |       |
| Classical.....                          | 610                       | 3     | 613   | 381              | 3     | 384   |
| English.....                            | 67                        | 2     | 69    | 63               | 2     | 65    |
| Slavic.....                             | 19                        | 0     | 19    | 18               | 0     | 18    |
| Totals.....                             | 696                       | 5     | 701   | 462              | 5     | 467   |
| <b>THE CONSERVATORY OF MUSIC:</b>       | 43                        | 118   | 161   | 43               | 114   | 157   |
| <b>THE TEACHERS' COURSE</b>             |                           |       |       |                  |       |       |
| <b>IN PHYSICAL TRAINING:</b>            | 0                         | 49    | 49    | 0                | 48    | 48    |
| <b>HONORARY DEGREES:</b>                | 41                        | 12    | 53    | 21               | 10    | 31    |
| Grand Totals.....                       | 2452                      | 1912  | 4364  | 1786             | 1559  | 3345  |
| Excluding Duplicates <sup>2</sup> ..... | 264                       | 17    | 281   | 149              | 17    | 166   |
| Net Totals.....                         | 2188                      | 1895  | 4083  | 1637             | 1542  | 3179  |

<sup>1</sup> Including graduates of other colleges who have received advanced degrees.

<sup>2</sup> Deducting for those who graduated from more than one department.

From the above table it will be seen that the alumni of the College number 4,083, and that of this total 3,179 were living on March 31st, 1905. The earliest graduates from any department of the College were Samuel Fuller Porter and Elisha Barber Sherwood of the theological class of 1836. Mr. Sherwood has died since the catalogue was issued. The earliest living graduates from the College department are Sherlock Bristol, Danforth Bliss Nichols, and Mrs. Sarah Capen Putnam, all of the class of 1839.

The following table shows the geographical distribution of Oberlin graduates:

|                                |     |
|--------------------------------|-----|
| Ohio .....                     | 936 |
| Illinois .....                 | 286 |
| New York .....                 | 264 |
| California .....               | 135 |
| Michigan .....                 | 129 |
| Iowa .....                     | 117 |
| Massachusetts .....            | 116 |
| Other New England States.....  | 81  |
| Other Atlantic States.....     | 182 |
| Southern States .....          | 108 |
| Other Central States.....      | 412 |
| Other Western States.....      | 248 |
| Europe, Asia, Africa.....      | 125 |
| Canada and South America ..... | 13  |

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3179

#### *Other Publications*

The other publications which have been issued during the year have included the annual calendar and a printed directory of students. The calendar for 1905 was issued the first of December, 1904, the edition being 3,500. Of this number probably 1,500 were distributed among the high schools in Ohio and neighboring states, and three or four hundred more were sent to important friends of the College. The students and Faculty purchased the remaining calendars. The net cost to the College of these calendars did not exceed \$125. The calendar for 1906, which is now in the hands of the printer, will be the same in general style as the calendar of 1905, but there will be very decided improvements in the designs of four or five of the pages as well as in the design for the cover. The edition for 1906 will be increased to 4,000.

The second annual directory of the students of the College was issued on the seventh of October, 1905. It contained the names and addresses of somewhat more than 1,500 students, together with other information concerning the administrative officers and faculty, of service in such a directory. The sale of the directories to students meets practically all the cost of the printing of them.

Upon the recommendation of the Faculty Committee on Commencement, the College issued engraved invitations for the Commencement Exercises. These invitations were sent to trustees, donors and other influential friends, and to the presidents of a large number of other colleges and universities. The responses received from these engraved invitations showed that the courtesy was appreciated, and the issuing of these invitations will probably become a regular part of the Commencement program. In this same line it may be noted that Oberlin Academy has been issuing engraved invitations to its friends and patrons for several years with increasingly good results.

During the last few years increased attention has been given to arrangements for the Commencement Exercises. Carefully prepared programs have been distributed to members of the classes planning to hold reunions, and special efforts have been made by the College to see that alumni and friends in attendance at the Commencement Exercises are adequately entertained while in Oberlin. Mention should be made here of the very efficient work of Mr. L. D. Harkness in the entertainment of the visitors at Commencement.

## II. CORRESPONDENCE AND ADMISSION OF STUDENTS

The work of correspondence with prospective students, particularly of those in the College department, grows in volume each year. At the time of publication of this report I have on file in my office memoranda concerning four or five hundred young men and young women with whom I have already had some correspondence concerning enrollment in the fall of 1906. Within two months letters, admission certificates, and catalogues will be sent to the most important high schools of Ohio and neighboring states, the Alumni will be invited to co-operate by forwarding the names of any prospective students, the students at present enrolled in Oberlin will be invited to use their personal influence with their acquaintances at their homes, and the miscellaneous requests which always come to the College will receive prompt attention. The volume of work involved in

the above scheme for the early winter is large. Late in the winter and early in the spring the correspondence becomes more definite, looking toward the filing of entrance papers by prospective students and the exact determination of admission credits.

The tables which follow contain information concerning the admission of students whose entrance credits have been taken up by this office either by preliminary correspondence or by personal conference.

As a necessary preliminary to the study of the admission credits of new students for the year 1904-05 I have prepared two introductory tables giving the enrollment in the College department and a careful analysis of this enrollment.

### *College Enrollment*

The enrollment in the College Department for the year 1904-05, as published in the final edition of the catalogue, was as follows:

|                  | Men       | Women     | Total     |
|------------------|-----------|-----------|-----------|
| Graduates .....  | 12        | 4         | 16        |
| Seniors .....    | 54        | 58        | 112       |
| Juniors .....    | 55        | 72        | 127       |
| Sophomores ..... | 69        | 94        | 163       |
| Freshmen .....   | 85        | 115       | 200       |
| Specials .....   | 19        | 33        | 52        |
|                  | <hr/> 294 | <hr/> 376 | <hr/> 670 |

### *Analysis of College Enrollment*

The following table shows the number of students who studied in the College Department in former years, as well as those who entered the College Department for the first time:

|  | Men       | Women     | Total     | Per ct. of<br>Whole |
|--|-----------|-----------|-----------|---------------------|
| In the College department last year.....   | 178       | 205       | 383       | 57.2                |
| In the College department in former years. | 14        | 12        | 26        | 3.9                 |
| In the Academy department last year....    | 22        | 23        | 45        | 6.7                 |
| In the Academy department in former years  | 1         | 4         | 5         | .7                  |
| In the Conservatory of Music last year.... | 2         | 3         | 5         | .7                  |
| New students never before enrolled.....    | 77        | 129       | 206       | 30.8                |
|  | <hr/> 294 | <hr/> 376 | <hr/> 670 | <hr/> 100.0         |

From this table it will be seen that 409 students had been enrolled previously in the College department, while 261, representing 39 per cent. of the total enrollment, were new students in that department.

In the above table it is seen that about 61 per cent. of the students returned to the College after previous enrollment. This is a decided gain over the corresponding figures for the last three years, the corresponding percentage in 1903-04 being less than 55 per cent., the figure for 1902-03 being 60 per cent., the figure for 1901-02 being 58 per cent.

The table shows a decrease in the proportion of students who entered the College from the Academy department. Last year the Academy contributed 7.4 per cent. of the total enrollment in the College department. The corresponding figures for the three preceding years were 10.9 per cent., 11.9 per cent., and 12.8 per cent. In connection with this Academy decrease it should be borne in mind that about twenty students from Oberlin High School entered the College department direct. Prior to 1904-05, graduates of Oberlin High School needed an additional year in Oberlin Academy in order to secure rank in the College department.

#### *Classification of New Students*

The 261 new students who were admitted to the College department were classified as follows:

|                                 | Men   | Women | Total |
|---------------------------------|-------|-------|-------|
| Admitted as Post Graduates..... | 1     | 2     | 3     |
| “ “ Seniors.....                | 4     | 1     | 5     |
| “ “ Juniors.....                | 1     | 5     | 6     |
| “ “ Sophomores.....             | 7     | 13    | 20    |
| “ “ Freshmen.....               | 78    | 109   | 187   |
| “ “ Specials.....               | 11    | 29    | 40    |
|                                 | <hr/> | <hr/> | <hr/> |
|                                 | 102   | 159   | 261   |

In addition to the 187 new Freshmen shown in the preceding table, there were 13 others whose names were listed in the Freshman class, who were Freshmen the year before, and failed to advance to the Sophomore class. The total number of all Freshmen as shown in the catalogue was 200.

Thirty-four new students were admitted to higher rank than that of Freshman. This number shows a decrease in comparison with the year 1903-04, but is larger than any other year in the history of the College.

The large number of students who come to Oberlin College with advanced classification constitutes one of the most significant developments of the recent years. A table is added at this point comparing the figures for 1904-05 with those of recent years. No statistics were kept with reference to advanced classification prior to 1900-01.

|                                 | 1904-05 | 1903-04 | 1902-03 | 1901-02 | 1900-01 |
|---------------------------------|---------|---------|---------|---------|---------|
| Admitted as Post Graduates..... | 3       | 5       | 1       | 0       | 1       |
| "    Seniors.....               | 5       | 6       | 6       | 4       | 3       |
| "    Juniors.....               | 6       | 13      | 9       | 6       | 8       |
| "    Sophomores.....            | 20      | 23      | 14      | 13      | 6       |
| "    Freshmen.....              | 34      | 47      | 30      | 23      | 18      |
| "    College Specials.....      | 187     | 210     | 168     | 165     | 150     |
|                                 | 40      | 30      | 33      | 19      |         |
|                                 | 261     | 287     | 231     | 207     | 168     |

### *Students Admitted to Advanced Standing*

The preceding table shows that there were 34 new students admitted to higher rank than Freshmen, and in addition to this number there were 8 others (6 College Specials and 2 Freshmen) who came from other colleges and are fairly to be considered as of advanced rank. Of this total of 42 students, 34 came to Oberlin from 28 different colleges as follows:

|                                      |   |
|--------------------------------------|---|
| Allegheny College, Pa.....           | 1 |
| Baltimore College for Women, Md..... | 1 |
| Berea College, Ky.....               | 1 |
| Carleton College, Minn.....          | 3 |
| Central College, Ind.....            | 1 |
| Colorado College, Colo.....          | 1 |
| Cornell College, Ia.....             | 1 |
| Denison University, O.....           | 1 |
| De Pauw University, Ind.....         | 1 |
| Findlay College, O.....              | 1 |
| Genesee Wesleyan Seminary, N. Y..... | 1 |
| Geneva College, Pa.....              | 1 |
| Goshen College, Ind.....             | 1 |
| Milwaukee-Downer College, Wis.....   | 1 |
| Mount Holyoke College, Mass.....     | 2 |
| Northwestern University, Ill.....    | 2 |
| Ohio State University, O.....        | 1 |
| Otterbein University, O.....         | 1 |

|                                    |   |
|------------------------------------|---|
| Piedmont College, Ga.....          | I |
| Union Christian College, Ind.....  | I |
| University of Chicago, Ill.....    | I |
| University of Minnesota, Minn..... | 3 |
| University of Rochester, N. Y..... | I |
| University of Wooster, O.....      | I |
| Wells College, N. Y.....           | I |
| The Western College, O.....        | I |
| Western Reserve University, O..... | I |
| Westminster College, Utah.....     | I |

Five students who were enrolled the previous year in Oberlin Academy were able to enter the College as Sophomores. These five students did not have sufficient credits to secure the Freshman classification at the beginning of the year, but were ranked as Academy students with advanced credits, and by doing extra work during the year they were able to secure classification the succeeding year as Sophomores with deficiencies. Advancement in classification in some such way as this is made very easy by enrollment for summer work in the Oberlin Summer School.

Three students entered with advanced standing after classification the preceding year in Oberlin Conservatory of Music. Two of these secured classification as Seniors. In both instances there had been preceding enrollment in the College department. The other Conservatory student admitted to advanced standing took rank as a Junior, her preceding literary work having been taken in a good normal school.

#### *Students Admitted as Freshmen and College Specials*

It is of interest to note where the new Freshmen and College Specials received their preparation for college. Six of the College Specials and two of the Freshmen had studied in other colleges, and were really of higher rank than Freshmen. The table on page 117 shows 227 Freshmen and College Specials. Subtracting the 8 students above mentioned we have left a total of 219. Of these, 45 came from Oberlin Academy, 2 from Oberlin Conservatory of Music, and 172 from 118 high schools, academies, and other institutions.

There were 95 schools that were represented by one student each. The schools which sent more than one student numbered 23. With the extension of the course of study at Oberlin High School the graduates of this school are able to take classification as Freshmen, and 20 of the Ober-



lin High School graduates were admitted to the College department. The next school in point of enrollment of graduates is Elyria High School, with 8 students.

The 118 schools which furnished new students of Freshmen grade for Oberlin College were as follows:

|   |   |
|---|---|
| Albany, N. Y., High School.....                   | 1 |
| Almond, N. Y., High School.....                   | 1 |
| Altoona, Pa., High School.....                    | 2 |
| Anderson, Ind., High School.....                  | 1 |
| Armada, Mich., High School.....                   | 1 |
| Ashland, Wis., High School.....                   | 1 |
| Ashtabula, O., High School.....                   | 1 |
| Ashtabula, O., Harbor High School.....            | 1 |
| Bath, N. Y., Haverling High School.....           | 1 |
| Bay City, Mich., High School.....                 | 1 |
| Bellevue, Mich., High School.....                 | 1 |
| Bellevue O., High School.....                     | 1 |
| Benton Harbor, Mich., High School.....            | 2 |
| Benzonia, Mich., Benzonia Academy.....            | 2 |
| Bergen, N. Y., High School.....                   | 3 |
| Berlin, Wis., High School.....                    | 1 |
| Bismarck, N. D., High School.....                 | 1 |
| Brooklyn, N. Y., Manual Training High School..... | 1 |
| Buffalo, N. Y., Central High School.....          | 1 |
| Buffalo, N. Y., Lafayette High School.....        | 1 |
| Cadiz, O., High School.....                       | 1 |
| Canton, O., High School.....                      | 1 |
| Chardon, O., High School.....                     | 1 |
| Chenoa, Ill., High School.....                    | 1 |
| Chicago, Ill., Austin High School.....            | 1 |
| Chicago, Ill., McKinley High School.....          | 1 |
| Chrisman, Ill., High School.....                  | 1 |
| Cleveland, O., Central High School.....           | 2 |
| Cleveland, O., Lincoln High School.....           | 1 |
| Cleveland, O., South High School.....             | 1 |
| Cleveland, O., West High School.....              | 1 |
| Collinwood, O., High School.....                  | 1 |
| Conesville, O., High School.....                  | 1 |
| Conneaut, O., High School.....                    | 1 |

|   |   |
|---|---|
| Cortland, N. Y., High School.....                   | 1 |
| Coschocton, O., High School.....                    | 1 |
| Denver, Colo., East High School.....                | 2 |
| Derby, Vt., Derby Academy.....                      | 1 |
| Dubuque, Ia., High School.....                      | 1 |
| Duluth, Minn., Central High School.....             | 1 |
| East Liverpool, O., High School.....                | 1 |
| Elgin, Ill., Elgin Academy.....                     | 1 |
| Elgin, Ill., High School.....                       | 2 |
| Elkhorn, Wis., High School.....                     | 1 |
| Elyria, O., High School.....                        | 8 |
| Findlay, O., High School.....                       | 2 |
| Fort Atkinson, Wis., High School.....               | 1 |
| Gallipolis, O., High School.....                    | 1 |
| Garrettsville, O., High School.....                 | 1 |
| Geneseo, Ill., High School.....                     | 2 |
| Glenville, O., High School.....                     | 1 |
| Grand Rapids, Mich., Central High School.....       | 1 |
| Greenwich, O., High School.....                     | 1 |
| Hartford City, Ind., High School.....               | 1 |
| Hillsdale, Mich., High School.....                  | 1 |
| Hudson, Mich., High School.....                     | 2 |
| Hudson, O., Western Reserve Academy.....            | 1 |
| Huron, O., High School.....                         | 1 |
| Jefferson, O., High School.....                     | 3 |
| Johnstown, Pa., High School.....                    | 1 |
| Kenton, O., High School.....                        | 3 |
| Lancaster, N. Y., High School.....                  | 2 |
| Lisbon, O., High School.....                        | 1 |
| Livonia, N. Y., High School.....                    | 1 |
| Madisonville, O., High School.....                  | 1 |
| Mansfield, O., High School.....                     | 4 |
| Marietta, O., Marietta Academy.....                 | 1 |
| Marysville, O., High School.....                    | 1 |
| Mason City, Iowa, High School.....                  | 1 |
| Milwaukee, Wis., South Division High School.....    | 1 |
| Minonk, Ill., High School.....                      | 1 |
| Monroeville, O., High School.....                   | 2 |
| Mt. Pleasant, Pa., West. Pa. Cl. and Sci. Inst..... | 1 |

|   |    |
|---|----|
| Mt. Pleasant, Utah, Wahsatch Academy.....               | I  |
| Mt. Vernon, O., High School.....                        | I  |
| Muhlenburg, O., Township High School.....               | I  |
| Murphysboro, Ill., Township High School.....            | I  |
| Napoleon, O., High School.....                          | I  |
| Newark, N. J., High School.....                         | I  |
| New Haven, Conn., High School.....                      | I  |
| New Richmond, Wis., High School.....                    | I  |
| North Platte, Neb., High School.....                    | I  |
| Norwalk, O., High School.....                           | 2  |
| Oak Harbor, O., High School.....                        | I  |
| Oak Park, Ill., High School.....                        | I  |
| Oberlin, O., High School.....                           | 20 |
| Ottumwa, Ia., High School.....                          | I  |
| Painesville, O., High School.....                       | I  |
| Pawtucket, R. I., High School.....                      | I  |
| Pennington, N. J., Pennington Seminary.....             | I  |
| Pennsburg, Pa., Perkiomen Seminary.....                 | I  |
| Perry, O., High School.....                             | I  |
| Phoenix, N. Y., High School.....                        | 2  |
| Pittsburgh, Pa., Central High School.....               | I  |
| Plainfield, N. J., High School.....                     | I  |
| Polo, Ill., High School.....                            | I  |
| St. Joseph, Mich., High School.....                     | I  |
| St. Louis, Mo., Central High School.....                | I  |
| St. Marys, O., High School.....                         | I  |
| Salida, Colo., Salida Academy.....                      | I  |
| Sioux Falls, S. D., All Saints School.....              | 3  |
| South New Lyme, O., New Lyme Institute.....             | I  |
| Springfield, Mass., West High School.....               | I  |
| Stamford, N. Y., Stamford Seminary.....                 | I  |
| Stanfordville, N. Y., Christian Biblical Institute..... | I  |
| Tecumseh, Mich., High School.....                       | I  |
| Titusville, Pa., High School.....                       | I  |
| Toledo, O., Central High School.....                    | 3  |
| Traer, Iowa, High School.....                           | 2  |
| Union Springs, N. Y., Oakwood Seminary.....             | I  |
| Victor, Iowa, High School.....                          | I  |
| Ware, Mass., High School.....                           | 2  |

|   |   |
|---|---|
| Washington, D. C., M. Street High School..... | 1 |
| Wauseon, O., High School.....                 | 1 |
| Wellington, O., High School.....              | 1 |
| Westfield, N. J., High School.....            | 1 |
| Wheeling, W. Va., Linsly Institute.....       | 1 |
| Winfield, Iowa, High School.....              | 1 |

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### *Requirements for Admission to the College Department*

The experience of another year confirms the belief that the admission requirements which became effective in September, 1901, are working satisfactorily. In two or three subjects there is the need of some revision of the definitions, particularly in the History and Civics group, and the Committee on Admission will probably decide to spend some time during the coming year in further revisions of these definitions of entrance units.

### *Amount of Entrance Credits*

For two years the following vote by the Committee on Admission has been enforced,—“That not more than sixteen units of admission credits will be granted to any student whose preparatory work in High School (or Academy) covered only four years in time.” We are particularly pleased with the working of this rule. Last year only nineteen students, comprising 9 per cent. of the total number, were granted entrance credits of more than sixteen units. In every case these students had preparatory courses covering four full years and an additional year either in Oberlin Academy or as a post-graduate in a high school.

Referring to the table on page 117 it will be noticed that 227 students were admitted during the last year under the classification of Freshmen and College Specials. In the cases of three of the Freshmen and five of the Specials the exact credits were never determined. Eight others were classed as Freshmen or College Specials who were admitted from other colleges with advanced credits, and no attempt was made in the following tables to examine the subjects presented for admission by these students. The preparation of the remaining 211 students has been carefully studied and the results recorded in the following tables.

The table of percentages which follows shows roughly, (1) students who were conditioned at entrance, (2) the students who exactly met the admission requirements, and (3) the students who entered with more

than 15 units of credit. A "unit" of work for entrance comprises four recitation hours a week for one year, and five periods of forty-five minutes each will be accepted as an equivalent.

| Amount of Entrance Credits                    | 1904-05  | 1903-04  | 1902-03  | 1901-02  |
|---|----------|----------|----------|----------|
|   | per cent | per cent | per cent | per cent |
| 68 students presented between 14 and 15 units | 32.2     | 36.5     | 34.7     | 32.3     |
| 48 " " 15 units.....                          | 22.8     | 18.0     | 17.1     | 18.4     |
| 76 " " between 15 and 16 units                | 36.0     | 32.6     | 23.2     | 17.9     |
| 19 " " more than 16 units.....                | 9.0      | 12.9     | 25.0     | 32.4     |
| 211   | 100      | 100      | 100      | 100      |

The details of entrance credits of these students are as follows:

| Units Presented  |            | Men | Women | Total |
|------------------|------------|-----|-------|-------|
| 14               | Units..... | 13  | 15    | 28    |
| 14 $\frac{1}{2}$ | " .....    | 8   | 4     | 7     |
| 14 $\frac{2}{3}$ | " .....    | 6   | 4     | 10    |
| 14 $\frac{1}{2}$ | " .....    | 5   | 7     | 12    |
| 14 $\frac{2}{3}$ | " .....    | 5   | 5     | 10    |
| 14 $\frac{1}{2}$ | " .....    | 0   | 1     | 1     |
| 15               | " .....    | 19  | 29    | 48    |
| 15 $\frac{1}{2}$ | " .....    | 1   | 5     | 6     |
| 15 $\frac{1}{3}$ | " .....    | 6   | 5     | 11    |
| 15 $\frac{1}{2}$ | " .....    | 4   | 9     | 13    |
| 15 $\frac{2}{3}$ | " .....    | 0   | 9     | 9     |
| 15 $\frac{1}{2}$ | " .....    | 5   | 4     | 9     |
| 16               | " .....    | 13  | 15    | 28    |
| More than 16     | " .....    | 5   | 14    | 19    |
|                  |            | 85  | 126   | 211   |

### Subjects Presented by Freshmen

**History.** Two students failed to meet the minimum requirement of one unit in History. Students who present less than one unit in the subject of History are required to elect courses in History in the College to make up the deficiency. Forty-seven students presented the minimum of one unit, and the remaining 162 presented more than three units. It is the preference of the committee that not more than three units of work in History be presented for entrance.

**Mathematics.** The full requirement of three units was presented by 157 out of 211. Fifty-four students were admitted with conditions in Mathematics. Thirty-seven had either a half unit of condition in Alge-

bra or a half unit in Solid Geometry. Fourteen had conditions of a full unit,—in a majority of these cases the preparation lacked a half unit in each of the subjects of Algebra and Solid Geometry. Three others had partial credits in Algebra and Geometry. Conditions in Mathematics are made up by enrollment in the classes in Oberlin Academy.

*Latin.* The minimum requirement is two units. One student presented no Latin. Nine others presented less than the minimum. Sixteen students presented two units; sixteen students presented more than two units, but less than three units; fourteen students presented three units; thirty-five students presented more than three units, but less than four units. The preference of the Committee on Admission is that students present four units in Latin, and 117 candidates (slightly more than 50 per cent.) presented this amount of Latin. Three students presented work for which more than four units was allowed. In general the preparation of the new students has been strikingly uniform for the last three years.

Students who present less than two units in Latin are required to elect work in Oberlin Academy to meet this minimum. Where a student presents more than two units, but less than four, the Committee on Admission urges, but does not require, the election of Academy courses in Latin.

*Greek.* Greek is optional. The number of applicants who present Greek is growing smaller every year. There were only forty-one students out of a total of 211 who presented work in this subject, less than 20 per cent., as compared to 38 per cent. in 1902-03. Relatively few of those who present Greek for admission present less than two full years of work.

*German.* German is optional. The total number of applicants who presented German was 144, being 68.2 per cent., as compared with 61.8 per cent. in 1903-04, and 63.4 per cent. in 1902-03. Seven students presented less than one unit. Forty-one students presented a single year of work in German, while sixty-three presented two years of work in this subject. Eleven students presented more than two units.

*French.* French is optional, and the number of applicants who present French is small, smaller even than in the case of the Greek. There were 33 students who presented French, the percentage being 15.6 as compared to 19.3 the preceding year. Twelve of the students presented a year of work in French. Four presented two years of work. Five others received credits of more than two units. Very few schools seem to offer French in their list of high school electives.

*Sciences.* The minimum requirement in Science is one unit. It is recommended that applicants present at least one Science course which has covered a complete year, submitting satisfactory laboratory note books, but the committee still allows credit for term courses and half year courses. There were fourteen students who did not meet the minimum requirement. Eight of these had had no Science preparation and six others had had less than a year of Science work. Twenty-nine students met the minimum requirement of one unit. Forty-two students presented two units. Forty-eight students received credits ranging between two and three units. Twenty-three students received three units of credit. There were twelve students whose credits exceeded three units, four of whom received four units. It is the preference of the Committee on Admission that not more than three units of work be presented in this subject.

*English.* One hundred and ninety applicants, representing 90 per cent., met the full requirement of three units in the subject of English. Of this number thirty-four received credits slightly in excess of three units in consideration of preparatory work covering more than three years. Twenty-one students presented less than the minimum requirement. Students who are received with conditions in English are required to elect preparatory courses in Oberlin Academy to make up the deficiency.

*Miscellaneous Subjects.* The Committee is willing to make some allowance for admission credits for subjects not ordinarily presented, providing the work is worthy and the certificate shows that the preparation has been good. Eight students received small allowances for Psychology. Seven students presented work in Drawing, Manual Training, and Shop Work, for which credits were assigned. Other subjects presented were Pedagogy, Logic, History of Education, Bible, Elocution, and Oratory. The general attitude of the Committee with reference to these subjects is that they do not properly belong in the high school curriculum, but that where they have constituted a part of the student's regular course in the high school it is not unreasonable to make a slight allowance of credit for them.

#### *First Semester Reports for Freshmen*

Another year of experience with the first semester reports of Freshmen has been entirely satisfactory. During the last two years the records of work done by Freshmen and College Specials during the first semester of Oberlin enrollment have been sent out to the preparatory schools

from which the students came. The preparation of the reports enables the College to scrutinize the quality of the work of the students more carefully, and the knowledge that the records of the students are to be reported back to the high schools, makes the high schools more careful in their certification of the students. Where the students showed particularly fine scholarship the reports were accompanied by personal letters expressing the satisfaction of the College in the work of the students, and we have received many replies showing that the best schools take a wholesome pride in the subsequent work done by their graduates.

### *Admission Credits of Conservatory Students*

In accordance with the vote of the Trustees the students in the Conservatory of Music are now catalogued under the two headings, "Students of College Rank," and "Students of Academy Rank," it being explained in the catalogue that the students of the first classification have met the literary requirements for admission to the College department, while the students of the second classification have not met these literary requirements. The general catalogue for 1904-05 contained the names of 549 students in the Conservatory department. Of this number 97 were classed as of College rank and 452 as of Academy rank. The preparatory credits of the 97 students classed as of College rank came to me as Chairman of the Committee on Admission, and were treated in practically the same way as the preparatory credits of students in the College department. The Committee on Admission has passed the following votes with reference to the literary credits of Conservatory students: (1) that substitutions will be allowed for the half unit of Solid Geometry and the last half unit of Algebra, these substitutions to be made from other subjects regularly approved for entrance credit; (2) that there will be no releases from the minimum requirements of three units in English, one unit in History, and one unit in Sciences; (3) that there will be no releases from the minimum requirement of four units in Languages with two of these units presented from some one Language, but the Committee will not insist that the two units be presented in Latin.

### *Non-Return of College Students*

Referring again to the table on page 102, it appears that 178 men and 205 women, a total of 383 students, who had been in the College department in 1903-04, returned for the year 1904-05.



## REPORTS OF OFFICERS

The following table gives the details of losses in the various classes:

|                  | In Catalogue<br>1903-04 | Returned<br>1904-05 | Did Not Return<br>1904-05 | Received<br>Degrees 1904 |
|------------------|-------------------------|---------------------|---------------------------|--------------------------|
| Graduates .....  | 17                      | 4                   | 13                        | 9                        |
| Seniors .....    | 103                     | 8                   | 95                        | 8                        |
| Juniors .....    | 111                     | 92                  | 19                        | 0                        |
| Sophomores ..... | 138                     | 111                 | 27                        | 0                        |
| Freshmen .....   | 223                     | 159                 | 64                        | 0                        |
| Specials .....   | 41                      | 9                   | 32                        | 0                        |
|                  | 633                     | 383                 | 250                       | 107                      |

One hundred and seven students received degrees, but five of those who received degrees came back for enrollment in 1904-05. Subtracting the number who received degrees from the total enrollment, we have left 526 students who should ideally have come back to Oberlin in 1904-05 for further study. There were 148 students out of this total of 526 who did not return, the percentage of loss being 28.1 per cent. This is not so great a percentage as during the preceding year, but is larger than the year 1902-03, the percentage for these two years being 30, and 23.6 respectively.

The following table shows the items which constitute this loss of 148 students.

|                  | Men | Women | Total |
|------------------|-----|-------|-------|
| Graduates .....  | 2   | 2     | 4     |
| Seniors .....    | 2   | 0     | 2     |
| Juniors .....    | 7   | 12    | 19    |
| Sophomores ..... | 10  | 17    | 27    |
| Freshmen .....   | 21  | 43    | 64    |
| Specials .....   | 8   | 24    | 32    |
|                  | 50  | 98    | 148   |

It should be noted in passing that the percentage of "Specials" who did not return is very great, being 32 out of 41,—78 per cent. In other words, when students come to Oberlin and ask to be classed as Specials we face the fact that there is only one chance in four that the student will return for college work during the succeeding year. The College officers therefore use every possible inducement to influence the students to take regular classification rather than special.

Once again we have made inquiries concerning the reasons for non-

return, and have tabulated these reasons, the information being given either by the students or by college officers who were in touch with the students:

| Reasons for Non-return                               |     |       |       | Men | Women | Total |
|--|-----|-------|-------|-----|-------|-------|
| Lack of money .....                                  |     |       |       | 6   | 6     | 12    |
| Health .....   |     |       |       | 6   | 19    | 25    |
| Illness at students' homes.....                      |     |       |       | 0   | 3     | 3     |
| To other Colleges.....                               | Men | Women | Total |     |       |       |
| Because of previous plan.....                        | 2   | 3     | 5     |     |       |       |
| To enter professional schools.....                   | 5   | 2     | 7     |     |       |       |
| To enter technical schools.....                      | 2   | 0     | 2     |     |       |       |
| To combine college and professional work.....        | 3   | 0     | 3     |     |       |       |
| To live nearer students' homes.....                  | 0   | 7     | 7     | 18  | 24    | 42    |
| Dissatisfied in Oberlin.....                         | 1   | 3     | 4     |     |       |       |
| To graduate sooner elsewhere.....                    | 1   | 0     | 1     |     |       |       |
| To get 1 year away from Oberlin.....                 | 0   | 3     | 3     |     |       |       |
| Unfavorable climate in Oberlin.....                  | 0   | 3     | 3     |     |       |       |
| No reasons given.....                                | 4   | 3     | 7     |     |       |       |
| To Oberlin Conservatory of Music.....                |     |       |       | 1   | 4     | 5     |
| To go into business.....                             |     |       |       | 3   | 0     | 3     |
| To Oberlin Theological Seminary.....                 |     |       |       | 1   | 0     | 1     |
| Failure in scholarship or otherwise undesirable..... |     |       |       | 5   | 7     | 12    |
| Married (not allowed to return).....                 |     |       |       | 2   | 4     | 6     |
| Came merely for one year.....                        |     |       |       | 0   | 3     | 3     |
| To teach.....  |     |       |       | 1   | 5     | 6     |
| Dissatisfied with progress.....                      |     |       |       | 1   | 1     | 2     |
| No reason known.....                                 |     |       |       | 5   | 22    | 27    |
| Totals.....  |     |       |       | 49  | 108   | 147   |

### III. SCHOLARSHIP FUNDS AND BENEFICIARY AID

At the semi-annual meeting of the Board of Trustees, held June 22, 1903, the following vote was passed:

"To ask the Secretary to prepare a statement of the beneficiary aid funds of the College, including a comparison of recent years, for presentation to this Board at its next meeting."

It gives me pleasure to present tables herewith showing the facts with reference to scholarships and beneficiary aid for the year ending August 31, 1905, with similar figures for the two preceding years, and also for purposes of comparison, the figures for the year 1894-95.

## REPORT OF OFFICERS

|                                 | Aug. 31, 1905    | Aug. 31, 1904    | Aug. 31, 1903    | Aug. 31, 1895    |
|---------------------------------|------------------|------------------|------------------|------------------|
| <b>Scholarship Funds.</b>       |                  |                  |                  |                  |
| University.....                 | 45,065 50        | 42,065 50        | 42,275 41        | 22,970 09        |
| College.....                    | 25,000 00        | 24,500 00        | 24,500 00        | 8,557 00         |
| Seminary.....                   | 20,541 95        | 19,991 95        | 19,991 95        | 17,450 00        |
| <b>Total.....</b>               | <b>90,607 45</b> | <b>86,557 45</b> | <b>86,767 36</b> | <b>48,977 09</b> |
| <b>Loan Funds</b>               |                  |                  |                  |                  |
| Jones.....                      | 811 28           | 579 78           | 179 89           | 1,521 49         |
| Moulton.....                    | 302 33           | 500 00           | —                | —                |
| Scholarship.....                | 80 00            | 326 50           | 370 65           | —                |
| Conservatory.....               | 133 69           | 383 25           | 731 60           | 589 60           |
| <b>Beneficiary Aid Payments</b> |                  |                  |                  |                  |
| University.....                 | 2,239 70         | 2,140 86         | 1,295 91         | Note A           |
| College.....                    | 1,086 00         | 997 20           | 816 50           | Note A           |
| Seminary*.....                  | 1,144 96         | 1,063 00         | 1,460 66         | 1,335 00         |
| Old Scholarships.....           | 58 50            | 36 00            | 36 00            | Note A           |
| Avery.....                      | 339 00           | 298 00           | 246 00           | Note A           |
|                                 | 4,868 16         | 4,525 06         | 3,855 07         |                  |
| Trustee: College.....           | 793 00           | 559 50           | 448 50           | Note A           |
| Trustee: Academy.....           | 687 50           | 491 00           | 751 50           | Note A           |
| <b>Total.....</b>               | <b>6,348 66</b>  | <b>5,575 56</b>  | <b>5,065 07</b>  | <b>3,550 82</b>  |

In the above table, scholarship funds are arranged under the three headings of "University," "College," and "Seminary." The University scholarships include those funds not especially designated by the founders for the use of particular departments. The assignment of these scholarships, the determination as to whether they are to be used for the aid of men or women, whether they are for College, Academy, or Seminary students, has been by vote of the General Faculty. It will be noted that there are no special scholarships for the Academy or for the Conservatory of Music.

A word of explanation should be made with reference to the "Trustee" scholarships. The amounts paid upon Trustee scholarships each year represent payments from the general income of the College. During the year 1904-05 the amount of Trustee scholarships used, \$1,480.50, represented the income of more than \$30,000 of the general endowment funds, and it would be very desirable that additional scholarship funds be solicited, to remove the necessity of this tax upon the endowment funds of the College.

The table which follows gives information with reference to the

\*The payments in the Seminary include also gifts and loans repaid.

NOTE A.—The total payments upon University, College, Avery, and Trustee Scholarships in 1894-05 were \$2215.82.

number of students who have received help during the last two years from the scholarship funds in the College and Academy departments, together with the average amounts granted. In connection with the larger average grants to women than to men, it should be borne in mind that it is probably much easier for young men to secure outside work to help meet their College expenses than it is for young women.

|                    | Number<br>enrolled<br>in the<br>department | Number<br>receiving<br>benef.<br>aid | Total<br>amount<br>granted | Average<br>amount<br>granted |
|--------------------|--|--------------------------------------|----------------------------|------------------------------|
| 1903-04            |  |                                      |                            |                              |
| College Men.....   | 279  | 77                                   | \$ 1,583 00                | \$ 20 52                     |
| College Women..... | 354  | 52                                   | 1,862 00                   | 35 81                        |
| Academy Men.....   | 176  | 48                                   | 647 00                     | 13 48                        |
| Academy Women..... | 129  | 24                                   | 446 50                     | 18 60                        |
|                    |  |                                      | 4,538 50                   |                              |
| 1904-05            |  |                                      |                            |                              |
| College Men.....   | 294  | 74                                   | 1,682 00                   | 22 73                        |
| College Women..... | 376  | 65                                   | 2,062 24                   | 31 73                        |
| Academy Men.....   | 214  | 72                                   | 827 00                     | 11 48                        |
| Academy Women..... | 148  | 23                                   | 325 50                     | 14 15                        |
|                    |  |                                      | 4,892 74                   |                              |

The facts with reference to scholarships are not presented at this time with any thought that the College ought to discontinue any of its present gifts to students. On the other hand, the increase in the term bills in the College department from \$40 per year in 1895 to \$75 per year in 1905, and in the Academy department from \$40 per year in 1895 to \$50 per year in 1905, makes it difficult to realize for our self-supporting students the hope which is expressed in the annual catalogue of the College in the following words, "that no worthy student need be prevented from enjoying the privileges of the College because of his inability to pay the term bills." We need *more* scholarship funds, not less, for beneficiary aid purposes.

It would also be very desirable if several prize scholarships could be established, to be awarded for superior excellence in studies. All of our present scholarship funds are beneficiary in their nature.

It is not the custom of the committees that have charge of the dis-

tribution of beneficiary aid to grant the entire income of any particular scholarship to any particular person. Usually the income of a scholarship is assigned to several students. In a few cases, as for instance: with the Whitcomb Scholarships, the entire income from \$1,000 is given to a single student. But in most cases the income is divided up as above indicated.

#### *Loan Funds*

A report on the scholarships would be incomplete without a reference to the loan funds. Our experience with these loan funds has been very interesting. There are many who believe that the aid which colleges grant to students should be in the nature of loans rather than beneficiary gifts, and there are increasing numbers of students who seem to prefer to receive the money as loans. There are now five loan funds, the four which are mentioned in the preceding table, and the Shedd Fund. In addition to these the College will probably receive during the coming year the sum of \$10,000, by the bequest of Mrs. Ella J. Gilchrist Potter, to be known as the Gilchrist Banking Fund for Students in Oberlin College.

*The Shedd Fund, \$10,000.* The Shedd Fund is classed among the endowment funds of the College. It is the gift of Messrs. E. A. and C. B. Shedd of Chicago. Whereas the ordinary endowment funds of the College are invested in mortgages and real estate, the Shedd Fund is invested in loans to students. It was established in 1902. Since that time twenty-nine loans, aggregating \$1,480, have been made. The loans from these funds are made to young men in the two upper classes in the College department with the restriction that not more than \$100 is granted to any student during any one year. Four of these loans, amounting to \$234, have been repaid. The outstanding loans from the Fund at the 31st of August, 1905, amounted to \$1,256. In all cases the loans from this Fund are protected by interest-bearing notes payable not later than two years after the date of graduation. At the first of July of each year the Treasurer's office sends out statements of the amount of interest due, and our experience with the collection of the interest upon these loans has been satisfactory. The Fund has been in operation too short a time, however, to enable us to judge whether there will be much default in the payment of interest or in the repayment of the loans when due.

*Jones Loan Fund.* The Jones Loan Fund was founded in 1859, by a bequest of \$529.47. It has since been increased by sundry small gifts, the largest being in the neighborhood of \$100. The fund stands upon the

College Treasurer's books at the nominal figure of \$1,000. It is a loan fund for women, and in the forty-five years of its existence it has done a remarkable work. From the founding of the Fund to the summer of 1905, there have been 424 loans made to students in sums ranging from \$5 to \$75 each. Probably not less than 200 women have received assistance from this Fund. The aggregate of all the loans that have been made up to August 31, 1905, is \$9,662.50. The outstanding loans at the 31st of August, 1905, were \$1,811, and there remained in the Fund itself at the same date, \$811.28. The outstanding loans include probably \$500 that will never be repaid, and \$400 more of doubtful value. Until recent years the policy has been to keep the principal on interest and to make loans only from the accrued interest, but this policy is no longer followed, and the Fund is doing an increasingly large work.

*May Moulton Loan Fund.* This Fund was established by Mrs. Susan A. S. Moulton, May, 1904, for the purpose of making loans to deserving young women. Since it was established four loans have been made amounting to \$300. One of these has been repaid with interest. The amount of the Fund at August 31, 1905, was \$302.33.

*Conservatory Loan Fund.* The Conservatory Loan Fund was founded by the gift of \$500 by Dr. Lucien C. Warner, under date of September, 1885. The Fund has been increased in recent years by sundry small receipts, which have been applied for that purpose, these receipts coming from admissions to Senior recitals and to the Commencement exercises of the Conservatory. The additions have amounted to from \$140 to \$160 a year. The Conservatory Loan Fund is restricted to the assistance of Seniors in the Conservatory department. From ten to fifteen loans are made each year from the Fund. The amount remaining in the Fund, August 31st, 1905, was \$133.69.

*Scholarship Loan Fund* This is a fund which has appeared in the annual reports for only a few years. Since 1898 the College has received \$752.50 from men in repayment of money given to them by the College either as beneficiary gifts or as loans from scholarship funds. Beginning in 1902 these amounts have been grouped under the name of "Scholarship Loan Fund." During the three years, 1902-05, thirty-one new loans have been made from this fund, amounting to \$672.50. One of these loans has been paid. Counting these loans of the last three years and similar loans during the preceding five years, there is an outstanding total of \$1,620 properly belonging to this account, most of which will be paid. If we are successful in the collection of the outstanding loans

above mentioned, the Scholarship Loan Fund will prove to be as useful in aiding the men as the Jones Loan Fund has been for the assistance of women.

#### IV. OFFICIAL RECORDS AND STATISTICS

The Secretary of the College is the custodian of the official records of the Board of Trustees, and an important portion of his work consists in the preparation of the minutes of each Trustee meeting and in the issuing of formal notifications concerning the actions taken at these meetings.

The Secretary is also the custodian of the records of the Prudential Committee, and has charge of the minutes of the weekly meetings of that Committee, and of the notifications resulting from actions taken by the Prudential Committee.

Within the last two years the Trustees have transferred to the Secretary the oversight of the Alumni mailing lists and the ballots for Alumni Trustees, and a considerable portion of the new work of the office during the past year has had to do with these records of Alumni.

During the year the names of the Alumni of the College have been arranged in three distinct card catalogues: (1) an alphabetical catalogue of all Alumni; (2) a geographical catalogue of all living Alumni; and (3) a class catalogue arranged according to the years of graduation. Where changes of address are reported the corrections are made in all of these catalogues, thus preserving the Alumni records in satisfactory shape for quick reference.

#### *Vote for Alumni Trustee*

In my position as officer in charge of the ballot for Alumni Trustees I have been impressed by the very large number of the Alumni who participate in the election of Alumni representatives upon the Board of Trustees. The table printed below gives some interesting information concerning the preliminary and final ballots during the last five years. I do not suppose that there is another college in this country in which so large a proportion of the Alumni participate in the election of Alumni Trustees.

In each election there are either five or six names printed upon the final ballot, five if there is but one vacancy to be filled upon the Board of Trustees, six if there are two vacancies. The votes for the various candidates are tabulated under the letters "A," "B," "C," "D," "E," and "F" the candidate "A" in each case being the retiring Trustee. A study of the preliminary election shows that only half as many Alumni

participate in the nomination as in the final election; also that the retiring Trustee receives in almost every case the renomination of nearly all the Alumni who send in ballots. It will probably be a surprise to some of the Alumni of the College to learn that the candidates in the second, third, fourth, and fifth places receive such a relatively small number of nominating votes.

|        | 1904 |      | 1903 |      | 1902 |   | 1901 |      | 1900 |      |
|--------|------|------|------|------|------|---|------|------|------|------|
|        | P    | F    | P    | F    | P*   | F | P    | F    | P    | F    |
| A      | 689  | 864  | 649  | 589  | 472  |   | 850  | 1097 | 221  | 255  |
| B      | 8    | 118  | 22   | 318  | 320  |   | 4    | 354  | 31   | 114  |
| C      | 7    | 224  | 7    | 123  | 284  |   | 4    | 134  | 29   | 173  |
| D      | 3    | 216  | 7    | 136  | 230  |   | 4    | 98   | 16   | 235  |
| E      | 3    | 101  | 6    | 245  | 123  |   | 4    | 79   | 14   | 53   |
| F      |      |      | 4    | 136  | 87   |   |      |      | 10   | 505  |
| Others | 72   |      | 78   |      |      |   | 54   |      | 179  |      |
| Totals | 782  | 1523 | 773  | 1542 | 1516 |   | 920  | 1762 | 500  | 1365 |

\*In some way the results of the preliminary ballot for 1902 seem to have been lost.

This office seems the most natural place for the filing of miscellaneous statistics with reference to the general work of the College. The tables which follow contain many facts of general interest as showing the progress of the work of the College in all its departments.

### *Officers and Teachers*

The officers of instruction and government for the College year of 1904-05 were as follows:

|  |    |
|--|----|
| Professors .....                                 | 34 |
| Associate Professors .....                       | 4  |
| Instructors .....                                | 24 |
| Tutors, Teachers, and Laboratory Assistants..... | 20 |
| Librarians and Library Assistants.....           | 8  |
| Gymnasium Directors and Assistants.....          | 6  |
| Administrative Officers and Clerks.....          | 14 |

Total..... 110



*Degrees Conferred*

The corresponding total for the preceding year was 106.

The following degrees were conferred during the year 1904-05:

| <i>In Course:</i>                          | Men | Women | Total |
|--|-----|-------|-------|
| Master of Arts (A.M.).....                 | 4   | 2     | 6     |
| Bachelor of Arts (A.B.).....               | 55  | 60    | 115   |
| Bachelor of Music (Mus.B.).....            | 0   | 4     | 4     |
| Bachelor of Divinity (D.B.).....           | 11  | 0     | 11    |
|  | —   | —     | —     |
|  | 70  | 66    | 136   |
| <i>Upon Completion of Prescribed Work:</i> |     |       |       |
| Master of Arts (A.M.).....                 | 1   | 1     | 2     |
| <i>Honorary:</i>                           |     |       |       |
| Doctor of Laws (LL.D.).....                | 1   | 0     | 1     |
| Doctor of Science (Sc.D.).....             | 1   | 0     | 1     |
| Doctor of Divinity (D.D.).....             | 1   | 0     | 1     |
| Master of Arts (A.M.).....                 | 0   | 1     | 1     |
|  | —   | —     | —     |
|  | 3   | 1     | 4     |

In addition to the above, two men and four women received diplomas of graduation from the Conservatory of Music, and one man the diploma of graduation from the Slavic department of the Theological Seminary. Seven young women who received the degree of Bachelor of Arts in course, received the diploma of the Teachers' Course in Physical Training.

The aggregate of all degrees and diplomas issued was 156, the largest number in the history of the College. The corresponding figures for the five preceding years are shown below:

|                 |     |
|-----------------|-----|
| 1899-1900 ..... | 122 |
| 1900-01 .....   | 100 |
| 1901-02 .....   | 102 |
| 1902-03 .....   | 141 |
| 1903-04 .....   | 136 |

During the year eight graduates of the former "Literary" course forwarded to the Treasurer of the College the degree fee of \$5 and received the degree of Bachelor of Letters (L.B.), a procedure authorized by the Board of Trustees under date of June 18, 1894.

Forty-five diplomas of graduation were issued for those who completed the prescribed courses of study in Oberlin Academy, as compared to 34 the preceding year.

### *General Enrolment 1904-05*

The enrollment of students for the year 1904-05, as published in the final edition of the catalogue last June, reached the total of 1,715. This total shows an increase of 97 over the preceding year, and is the highest in the history of the College. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1904 there were enrolled 58 students whose names were not found elsewhere in the year's enrollment, and they were included in the above total. The following table shows the number of students in each department, with the corresponding figures for the three preceding years:

|                                | 1904-05 |       |       | 1903-04 |       |       | 1902-03 |       |       | 1901-02 |       |       |
|--------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|                                | Men     | Women | Total | Men     | Women | Total | Men     | Women | Total | Men     | Women | Total |
| The College.....               | 294     | 376   | 670   | 279     | 354   | 633   | 267     | 311   | 578   | 242     | 257   | 499   |
| The Seminary .....             | 51      | 0     | 51    | 36      | 0     | 36    | 35      | 0     | 35    | 35      | 0     | 35    |
| The Academy .....              | 214     | 148   | 362   | 176     | 129   | 305   | 175     | 155   | 330   | 136     | 134   | 270   |
| The Conservatory of Music..... | 77      | 472   | 549   | 97      | 482   | 579   | 68      | 462   | 530   | 88      | 413   | 501   |
| Drawing and Painting .....     | 1       | 24    | 25    | 2       | 22    | 24    | 2       | 11    | 13    | 4       | 46    | 50    |
| The Summer School .....        | 15      | 43    | 58    | 21      | 20    | 41    | 9       | 14    | 23    | 11      | 16    | 27    |
| *Teachers' Course, Phys. Tr'g  | [-]     | [48]  | [48]  | [-]     | [39]  | [39]  | [-]     | [25]  | [25]  | [-]     | [-]   | [-]   |
|                                | 652     | 1063  | 1715  | 611     | 1007  | 1618  | 556     | 953   | 1509  | 516     | 886   | 1382  |

Of the 1,715 students enrolled last year, 1,669 came from 46 states and territories in the United States, and 46 came from 17 foreign countries. The state of Ohio furnished 877 students, slightly more than 51 per cent. of the entire number. The other states which sent the largest numbers of students were as follows: Illinois, 123; Pennsylvania, 86; New York, 86; Michigan, 79; Iowa, 77, and Indiana, 57.

### *The Number of Men in Oberlin*

The relative number of men in the entire institution showed a gain over the preceding year. There has been but slight change in the proportion during the last seven years.

\*The students in the Teachers' Course in Physical Training are included in the totals for the College department.

## REPORTS OF OFFICERS

| <i>Entire Institution:</i> | Number of<br>Men | Total<br>Enrollment | Percentage                      |
|----------------------------|------------------|---------------------|---------------------------------|
| 1898-99 .....              | 477              | 1203                | 39. <sup>49</sup> <sub>00</sub> |
| 1899-1900 .....            | 524              | 1323                | 39. <sup>61</sup> <sub>00</sub> |
| 1900-01 .....              | 532              | 1357                | 39. <sup>80</sup> <sub>00</sub> |
| 1901-02 .....              | 526              | 1382                | 37. <sup>15</sup> <sub>00</sub> |
| 1902-03 .....              | 556              | 1509                | 36. <sup>85</sup> <sub>00</sub> |
| 1903-04 .....              | 611              | 1618                | 37. <sup>76</sup> <sub>00</sub> |
| 1904-05 .....              | 652              | 1715                | 38. <sup>02</sup> <sub>00</sub> |

In the College department, however, the relative number of men has suffered a decided decrease in the last few years, as will be seen from the following table:

| <i>College department:</i> | Number of<br>Men | Enrollment | Percentage                      |
|----------------------------|------------------|------------|---------------------------------|
| 1898-99 .....              | 179              | 419        | 42. <sup>72</sup> <sub>00</sub> |
| 1899-1900 .....            | 190              | 417        | 45. <sup>56</sup> <sub>00</sub> |
| 1900-01 .....              | 197              | 428        | 46. <sup>26</sup> <sub>00</sub> |
| 1901-02 .....              | 242              | 499        | 48. <sup>50</sup> <sub>00</sub> |
| 1902-03 .....              | 267              | 578        | 46. <sup>19</sup> <sub>00</sub> |
| 1903-04 .....              | 279              | 633        | 44. <sup>18</sup> <sub>00</sub> |
| 1904-05 .....              | 294              | 670        | 43. <sup>88</sup> <sub>00</sub> |

A further decrease in the number of men seems to be promised for the year 1905-06. The figures for the fall term show 291 men, out of a total of 696, the percentage being thus seen to be 41.81.

The decreased percentage of men in the College department seems to me to be worthy of the most serious consideration both by the Trustees and by the Faculty. The time seems to me to be a critical one in the history of the College. For five years the percentage of men has steadily decreased, dropping from 48.51 per cent. to the present figure, 41.81. If the proportion of men in the College department decreases to any lower point or if it remains at its present point, it seems to me that the strongest men in the various high schools will begin to hesitate to come to Oberlin on account of the predominance of women. This hesitation may or may not be reasonable, but I thoroughly believe that the best men of the high school classes will look elsewhere for college enrollment. Our best efforts ought to be made not only to stop the decreased percentage, but to make a positive and decided gain in the relative number of men.

I do not believe that this will be best accomplished by limiting the number of women who are to be received into the College department, but rather by making Oberlin more attractive to men for their college courses. The building of a men's hall, which shall be the center of the social life of men with men, seems to me to be the greatest need of Oberlin at this time. The establishing of a moderate amount of shop-work would also aid in holding men for longer registration. Dormitories for men would also make the life here increasingly attractive.

### *Students from Ohio*

The proportion of Oberlin students who come from the state of Ohio has remained very nearly constant for the last nine years:

| Year            | Total | Total<br>from Ohio | Per cent.<br>from Ohio |
|-----------------|-------|--------------------|------------------------|
| 1896-97 .....   | 1283  | 645                | 50 $\frac{37}{100}$    |
| 1897-98 .....   | 1310  | 680                | 51 $\frac{91}{100}$    |
| 1898-99 .....   | 1208  | 603                | 49 $\frac{48}{100}$    |
| 1899-1900 ..... | 1323  | 659                | 49 $\frac{41}{100}$    |
| 1900-01 .....   | 1357  | 682                | 50 $\frac{45}{100}$    |
| 1901-02 .....   | 1382  | 689                | 49 $\frac{45}{100}$    |
| 1902-03 .....   | 1509  | 756                | 50 $\frac{10}{100}$    |
| 1903-04 .....   | 1618  | 825                | 50 $\frac{98}{100}$    |
| 1904-05 .....   | 1715  | 877                | 51 $\frac{14}{100}$    |

The broadness of Oberlin's constituency can be the better appreciated by a comparison with five important institutions of this state,—Western Reserve University, Case School of Applied Science, Kenyon College, Ohio Wesleyan University,\* and Ohio State University. During the year 1904-05 these five institutions enrolled a total of 4,801 students, but only 772 of these came from outside states and countries; whereas Oberlin drew into the state of Ohio during the same year from outside states and countries, a total of 838 students. In other words, Oberlin's attractive power for students from outside the state equaled the combined attractive powers of these five schools, with a margin of nearly ten per cent. added.

### *Number of Colored Students in Oberlin*

The Commissioner of Education, at Washington, requires a report

\*The figures available for Ohio Wesleyan University were for the calendar year of 1904

each year of the number of colored students in the institution. The following report covers the year 1904-05:

|                                | Men | Women | Total |
|--------------------------------|-----|-------|-------|
| The College .....              | 9   | 12    | 21    |
| The Academy .....              | 18  | 15    | 33    |
| The Theological Seminary.....  | 3   | 0     | 3     |
| The Conservatory of Music..... | 5   | 6     | 11    |
| Drawing and Painting.....      | 0   | 4     | 4     |
|                                | 35  | 37    | 72    |

Colored students formed 4 2-10 per cent. of the total enrollment. There are more colored students in the Academy than in any other department. Here they constitute about 9 per cent. of the total. Three years ago there were 43 colored students in the entire institution out of a total of 1,382, the percentage being 3 1-10.

#### Enrollment Figures—Fall 1905

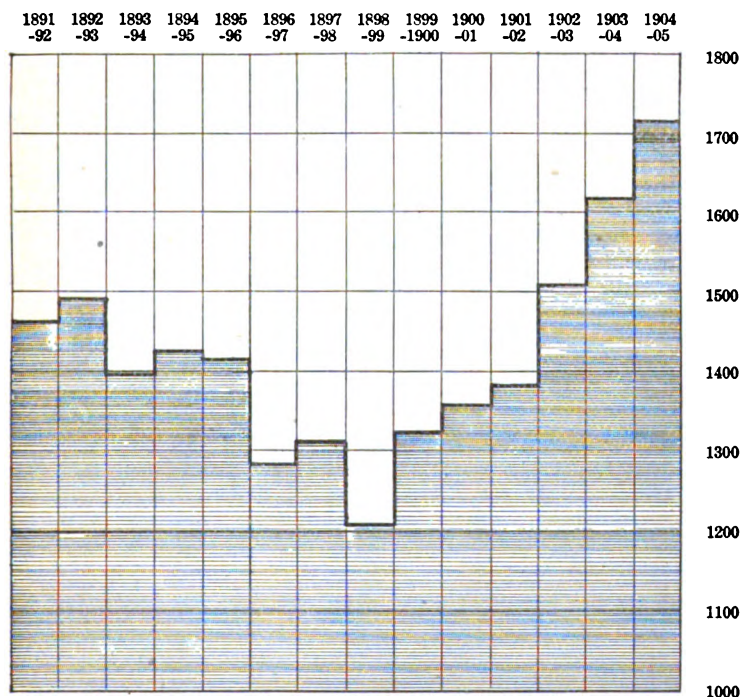
While this report is supposed to cover the College year of 1904-05, it has seemed best to present also a statement of the enrollment for the Fall term of the present year, corrected to the date of issue of this report [November 9, 1905]. To the figures for this year have been added the corresponding statistics for the preceding seven years.

|   | Fall<br>1905 | Fall<br>1904 | Fall<br>1903 | Fall<br>1902 | Fall<br>1901 | Fall<br>1900 | Fall<br>1899 | Fall<br>1898 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>The College—</b>                                 |              |              |              |              |              |              |              |              |
| Post-Graduate.....                                  | 20           | 14           | 13           | 13           | 5            | 5            | 7            | 4            |
| Seniors .....                                       | 131          | 108          | 99           | 103          | 81           | 67           | 79           | 86           |
| Juniors .....                                       | 138          | 131          | 110          | 102          | 86           | 83           | 67           | 76           |
| Sophomores .....                                    | 162          | 154          | 139          | 139          | 117          | 97           | 89           | 94           |
| Freshmen .....                                      | 196          | 191          | 220          | 174          | 163          | 142          | 127          | 118          |
| College Specials .....                              | 49           | 54           | 40           | 42           | 24           | 27           | 28           | 24           |
|   | 696          | 652          | 621          | 573          | 476          | 421          | 397          | 402          |
| <b>The Seminary .....</b>                           | 48           | 50           | 35           | 34           | 30           | 43           | 34           | 36           |
| <b>The Academy .....</b>                            | 315          | 325          | 279          | 285          | 242          | 285          | 289          | 286          |
| <b>The Conservatory of Music .....</b>              | 466          | 455          | 456          | 395          | 386          | 353          | 351          | 293          |
| <b>Drawing and Painting .....</b>                   | 20           | 23           | 11           | 14           | 38           | 27           | 27           | 13           |
| <b>*Teachers' Course in Physical Training .....</b> | (63)         | (50)         | (39)         | (27)         | (18)         | (1)          | 6            | 14           |
|   | 1545         | 1505         | 1402         | 1301         | 1172         | 1129         | 1104         | 1044         |

\*Since 1900 the students in the Teachers' Course in Physical Training have been included in the total of the College Department.

*Enrollment for Fourteen Years*

The following chart shows the variations in enrollments during the last fourteen years, beginning with 1891-92, the year in which the count was first made by the *College* year instead of the *calendar* year:

*Statistics of Instruction in the College Department, Year 1904-05*

As used in the following table, an "Instruction Unit" means the instruction furnished to one student in recitations which are held once a week for one semester—in other words, an "Instruction Unit" represents one student in a one-hour course for one semester. To illustrate—a five-hour course in Political Economy enrolling 55 students is here counted as representing 275 instruction units; a three-hour course in Surveying, en-

rolling 10 students, represents 30 instruction units. The table which follows shows the instruction furnished during the year 1904-05, and I have added for comparison the corresponding figures for the four preceding years:

| Departments                                 | Total Classes or Sections | Hours of Teachers' Time | Students    |             |             | Total Instruction Units 1904-05 | Total Instruction Units 1903-04 | Total Instruction Units 1902-03 | Total Instruction Units 1901-02 | Total Instruction Units 1900-01 |
|---|---------------------------|-------------------------|-------------|-------------|-------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
|   |                           |                         | Men         | Women       | Total       |                                 |                                 |                                 |                                 |                                 |
| Anatomy .....                               | 1                         | 2                       | 1           | 10          | 11          | 33                              | 39                              | 36                              | 24                              | 0                               |
| Astronomy .....                             | 12                        | 9                       | 25          | 13          | 38          | 114                             | 54                              | 27                              | 48                              | 36                              |
| Bible, Theol. and Evidences.....            | 5                         | 11                      | 215         | 295         | 510         | 1028                            | 954                             | 757                             | 679                             | 338                             |
| Bibliography .....                          | 3                         | 6                       | 9           | 37          | 46          | 92                              | 122                             | 68                              | 14                              | 92                              |
| Botany .....                                | 9                         | 64                      | 46          | 75          | 121         | 386                             | 408                             | 172                             | 187                             | 381                             |
| Chemistry and Mineralogy .....              | 11                        | 195                     | 198         | 122         | 320         | 1554                            | 1556                            | 1212                            | 960                             | 533                             |
| Classical Archaeology .....                 | 4                         | 6                       | 34          | 83          | 117         | 174                             | 262                             | 108                             | 179                             | 290                             |
| Economics, Sociology and Pol. Science ..... | 13                        | 34                      | 281         | 92          | 373         | 1073                            | 769                             | 696                             | 650                             | 621                             |
| English Composition .....                   | 19                        | 35                      | 351         | 497         | 848         | 1612                            | 1557                            | 1241                            | 848                             | 691                             |
| English Literature .....                    | 15                        | 34                      | 192         | 453         | 645         | 1591                            | 1358                            | 1434                            | 1241                            | 984                             |
| French .....                                | 22                        | 59                      | 142         | 305         | 447         | 1349                            | 1197                            | 866                             | 902                             | 839                             |
| Geology .....                               | 4                         | 18                      | 30          | 14          | 44          | 162                             | 174                             | 167                             | 178                             | 160                             |
| German .....                                | 22                        | 80                      | 154         | 298         | 452         | 1706                            | 1333                            | 1208                            | 1082                            | 889                             |
| Greek .....                                 | 9                         | 27                      | 52          | 75          | 127         | 500                             | 439                             | 425                             | 477                             | 573                             |
| History .....                               | 16                        | 43                      | 206         | 281         | 487         | 1335                            | 1141                            | 1523                            | 1419                            | 1240                            |
| Italian .....                               | 0                         | 0                       | 0           | 0           | 0           | 0                               | 32                              | 0                               | 0                               | 12                              |
| Latin .....                                 | 16                        | 48                      | 93          | 280         | 373         | 1146                            | 1236                            | 1276                            | 1058                            | 1105                            |
| Mathematics .....                           | 26                        | 83                      | 318         | 252         | 570         | 1645                            | 1624                            | 1798                            | 1715                            | 1398                            |
| Oratory .....                               | 7                         | 18                      | 84          | 26          | 110         | 292                             | 211                             | 323                             | 432                             | 305                             |
| Philosophy and Pedagogy .....               | 17                        | 50                      | 202         | 274         | 476         | 1433                            | 1327                            | 1340                            | 1042                            | 984                             |
| Physical Training (for credit) .....        | 8                         | 42                      | 193         | 210         | 403         | 403                             | 360                             | 323                             | 0                               | 0                               |
| Physics .....                               | 7                         | 90                      | 82          | 21          | 103         | 436                             | 455                             | 418                             | 335                             | 327                             |
| Physiology .....                            | 1                         | 5                       | 11          | 30          | 41          | 205                             | 140                             | 125                             | 130                             | 0                               |
| Spanish .....                               | 2                         | 8                       | 10          | 16          | 26          | 104                             | 0                               | 36                              | 0                               | 0                               |
| Zoology .....                               | 5                         | 42                      | 59          | 104         | 163         | 548                             | 776                             | 598                             | 514                             | 227                             |
| Teachers' Course Phy. Tr. ....              | 10                        | 19                      | 4           | 100         | 104         | 207                             | 135                             | 0                               | 0                               | 0                               |
| <b>Totals .....</b>                         | <b>254</b>                | <b>1028</b>             | <b>2992</b> | <b>3963</b> | <b>6955</b> | <b>19128</b>                    | <b>17659</b>                    | <b>16177</b>                    | <b>14114</b>                    | <b>11961</b>                    |

The column marked "hours of teachers' time" includes all the time spent by the teachers, whether in class room recitations or in laboratory instruction.

In the two semesters of 1904-05, there were 254 classes. The total enrollment of students in these classes was 6,955, so that the average per class was 27.4. This average number of students per class has not changed in the last three years.

The enrollment in the College department for 1904-05 showed an increase of about 6 per cent. over the enrollment for 1903-04, and a gain

of this amount would naturally be expected in the instruction furnished in each department. In some departments, however, there have been increases far in excess of the normal 6 per cent. above mentioned. The greatest increases in the amounts of instruction furnished were as follows:

|  |     |          |
|--|-----|----------|
| Astronomy .....                                  | 111 | per cent |
| Physiology .....                                 | 46  | "        |
| Economics, Sociology, and Political Science..... | 40  | "        |
| Oratory .....                                    | 38  | "        |
| German .....                                     | 28  | "        |
| English Literature .....                         | 17  | "        |
| History .....                                    | 17  | "        |
| Greek .....                                      | 14  | "        |
| French .....                                     | 13  | "        |
| Physical Training (for credit).....              | 12  | "        |
| Philosophy and Pedagogy.....                     | 8   | "        |

The amount of instruction furnished in Bible, Chemistry, English Composition, Geology, Mathematics, and Physics remained about the same as for the preceding year.

There were slight losses in Anatomy, Bibliography, Botany, Classical Archaeology, and Latin.

It should be noted that the department of German now ranks first in the amount of instruction furnished. The department of Mathematics has hitherto held the first place.

In comparison with the corresponding figures of four years ago (1900-01), there are the following striking increases in the amount of instruction furnished:

|  |     |           |
|--|-----|-----------|
| Astronomy .....                                  | 216 | per cent. |
| Bible .....                                      | 204 | "         |
| Chemistry and Mineralogy.....                    | 192 | "         |
| Zoology .....                                    | 141 | "         |
| English Composition .....                        | 133 | "         |
| German .....                                     | 94  | "         |
| Economics, Sociology, and Political Science..... | 73  | "         |
| English Literature .....                         | 70  | "         |
| French .....                                     | 60  | "         |

The gain in enrollment in the College department during the same period of four years was 56.5 per cent.



*Instruction Given in Oberlin Academy, Year 1904-05*

The instruction furnished in Oberlin Academy during the year 1904-05 is shown in the table which follows. The Academy is still on the term plan and the table is figured accordingly. An Academy instruction unit means the instruction furnished to one student in a one-hour course for one term. It represents two-thirds of a College instruction unit.

The total number of different classes taught in the Academy during the year was 191 and the enrollment in them was 4,264, an average of 22 3-10 to each class.

| Departments       | Number of<br>Classes | Number of<br>Teaching Hours | Students |       |       | Academy Instruc-<br>tion Units<br>1904-05 | Academy Instruc-<br>tion Units<br>1903-04 | Academy Instruc-<br>tion Units<br>1902-03 | Academy Instruc-<br>tion Units<br>1901-02 |
|-------------------|----------------------|-----------------------------|----------|-------|-------|---|---|---|---|
|                   |                      |                             | Men      | Women | Total |   |   |   |   |
| Bible .....       | 15                   | 15                          | 457      | 250   | 707   | 707                                       | 668                                       | 573                                       | 570                                       |
| Botany .....      | 3                    | 26                          | 17       | 11    | 28    | 112                                       | 180                                       | 0   | 0   |
| Declamation ..... | 6                    | 9                           | 38       | 15    | 53    | 80  | 163                                       | 116                                       | 91  |
| English .....     | 54                   | 156                         | 707      | 584   | 1291  | 3566                                      | 3247                                      | 3022                                      | 2309                                      |
| French .....      | 11                   | 55                          | 63       | 91    | 154   | 770                                       | 595                                       | 840                                       | 545                                       |
| German .....      | 14                   | 70                          | 151      | 171   | 322   | 1610                                      | 1280                                      | 1320                                      | 1460                                      |
| Greek .....       | 6                    | 30                          | 50       | 19    | 69    | 345                                       | 495                                       | 785                                       | 1045                                      |
| History .....     | 6                    | 24                          | 106      | 85    | 191   | 764                                       | 680                                       | 336                                       | 376                                       |
| Latin .....       | 33                   | 165                         | 394      | 234   | 628   | 3156                                      | 2755                                      | 3040                                      | 2520                                      |
| Mathematics ..... | 34                   | 141                         | 465      | 206   | 671   | 2862                                      | 2084                                      | 2012                                      | 1380                                      |
| Physics .....     | 6                    | 60                          | 112      | 15    | 127   | 508                                       | 300                                       | 476                                       | 184                                       |
| Zoology .....     | 3                    | 27                          | 15       | 8     | 23    | 92  | 144                                       | 0   | 0   |
| Totals .....      | 191                  | 778                         | 2575     | 1689  | 4264  | 14592                                     | 12596                                     | 12520                                     | 10480                                     |

There have been notable increases in the amount of instruction furnished in English, Latin, Mathematics, and Physics. Each year shows a smaller number who elect Greek, only one-third as much work being done in this department as in the year 1901-02.

## V. THE ATHLETIC ASSOCIATION.

During the year the athletic teams were again coached by Mr. Edwin Fauver. It was with great regret that we accepted Mr. Fauver's resignation from the athletic work at the end of the school year. For a number of years practically the entire control of our athletic teams has been in his hands, and his influence upon the players has been very good. The appointment of a member of the Faculty to give the larger portion of his time to the interests of the athletic teams would be a wise step. The

work of such an officer might very properly include the work which has come to me as Graduate Manager, and such an appointment would be a great relief to me personally.

The two athletic needs which were mentioned in the report of last year are urgent, the most important need being the completion of the new track. The cinders for the track and the labor in putting it into shape will probably cost about \$400.

The Athletic Association lost money in all branches of sport last year. The deficits for the various seasons were as follows:

|                                    |          |
|------------------------------------|----------|
| Deficit, football season 1904..... | \$116.28 |
| “ baseball season 1905.....        | 3.40     |
| “ track season 1905.....           | 186.59   |
| “ basket ball season 1905.....     | 38.04    |
| “ Academy teams .....              | 147.49   |
| “ Interscholastic Meet .....       | 50.04    |

Two benefit performances were undertaken by the Athletic Association to help it meet its expenses, a magician performance by Maro yielding \$175.40, and two Open Air Shakespeare performances by the Ben Greet Company yielding \$287.31. Mr. James B. Dill showed his continued interest in our Athletic Association by a gift of \$250. The largest item of expenditure in the way of permanent improvement was the grading and draining of the new cinder track at Athletic Park. The expenditure for the new track during the year 1904-05 amounted to \$500.33. But for this one item of imperative improvement the athletic debt would have been reduced. The net deficit on the season of 1904-05 was \$379.04. The outstanding indebtedness on the 31st of August, 1905, was \$1,330.55.

To complete the equipment of Dill Field for football purposes we need a large covered grandstand, to be located on the west side of the field, with a capacity of 1,200 spectators. As stated in last year's report, preliminary plans have been drawn for such a grandstand, and bids have been secured. The cost will be about \$1,500, but the Athletic Association cannot undertake the construction of this stand until the present debt is reduced or removed and some provision is made for the completion of the cinder track at Athletic Park.

Respectfully submitted,

GEORGE M. JONES.

# Report of the Librarian

*To the President:*

SIR—I hereby submit the report for the Library for the year 1904-05.

## GROWTH OF THE LIBRARY

At the beginning of the year, the Library possessed 63,738 bound volumes, and 36,751 unbound volumes, a total of 100,489. During the year, 3,816 bound volumes, and 3,236 unbound volumes were added, making the number, Sept. 1st, 1905, 67,554 bound volumes, and 39,987 unbound volumes, a total of 107,541. The following table shows the additions by college years since 1900-01:

|         | Bound | Unbound | Total |
|---------|-------|---------|-------|
| 1900-01 | 4,689 | 1,878   | 6,567 |
| 1901-02 | 5,391 | 1,568   | 6,959 |
| 1902-03 | 3,833 | 1,292   | 5,125 |
| 1903-04 | 5,120 | 1,581   | 6,701 |
| 1904-05 | 3,816 | 3,236   | 7,152 |

It will be seen from the above table that while the number of bound volumes added during the past year is smaller than in any one of the four preceding years, the number of unbound volumes added was greater, so that the total for the year exceeded that for any year in the period.

## CONDITION OF THE LIBRARY SEPT. 1ST, 1905

The above record deals only with the catalogued volumes belonging to the Library, but in addition to these, the Library has many possessions not yet entered on our records, or in any way catalogued. As a yet more complete statement of the extent of the possessions of the Library, the following table is given:

|  | Bound  | Unbound | Total   |
|--|--------|---------|---------|
| Catalogued .....                                       | 67,554 | 39,987  | 107,541 |
| Waiting (est) .....                                    | 1,000  | 20,000  | 21,000  |
| Newspapers (vols. in temporary binders) .....          |        | 1,400   | 1,400   |
| Maps and Charts (est) .....                            |        | 2,500   | 2,500   |
| Manuscripts (10,000 pieces in 50 pamphlet boxes) ..... |        | 50      | 50      |
| Misc. Articles; Coins, Photographs, etc. ....          |        | 500     | 500     |
| Total items for which the Library must care .....      | 68,554 | 64,437  | 132,991 |

To this should be added the U. L. A. Library, now numbering 13,-

477 bound volumes. In addition, the College Library now owns more than 30,000 duplicate books and pamphlets from which, by exchange with other libraries, it is likely to receive a considerable increase in future years.

## ADDITIONS OF THE YEAR

The 3,816 bound volumes added during the year came from the following sources: by purchase, 1,450 volumes; by gift and exchange, 2,366. The largest gift of the year does not appear in the record, as it was received too late to be included. This is the private library of Professor Albert Allen Wright, which at his wish has been turned over to the Library by Mrs. Wright. As this library has been in the building for more than twenty years, and purchases during that period have been constantly made by Professor Wright with a view to supplementing the College Library, a very large part of the collection proved to be additions to the College Library, and of especial value because selected during all these years with special reference to supplementing the College collection. It is not possible, at the present time, to give the total of this library, but at least six or seven hundred volumes will prove to be additions, and a very much larger number of pamphlets.

Other gifts deserving special mention are the following:

From Mrs. E. W. R. Lord, who for many years has been a steady and valued contributor, we received a large number of bound volumes and pamphlets. Among the former was a set of the Students' Annual, from the beginning, which we were particularly glad to have, as the set owned by the Library is rapidly being worn out by the constant use made of it.

Mrs. H. N. McDaniels sent us a large number of volumes from the library of her father, N. T. Fay, and her grandfather, Benjamin Woodbury, the greater part of which proved to be additions.

From the estate of Professor Fenelon B. Rice, through the kindness of Mrs. Rice and Louis M. Rice, was received a large number of books on the History of Music, a considerable part of which were additions to the Library, and the remainder of such value that we were glad to add them as second copies.

The Rev. T. H. Robinson, D. D., of the class of 1850, sent us a large selection from his valuable private library, accumulated during the many years of his pastorate and his professorship in the Western Theological Seminary, at Allegheny, Pa.

From Mrs. Helen V. Fairchild, a considerable number of books, many of them of special Oberlin interest, were received.

From Mrs. Lucy F. Kenaston, class of '61, came the very valuable

manuscript collection of letters received by the late President, James Harris Fairchild, from about 1870 until his death, in 1902. This collection, which has been arranged in pamphlet boxes, is estimated to contain about 10,000 pieces, containing letters from many eminent men in this and other lands, and will undoubtedly prove, as the years go on, of the greatest value to the College.

From Miss Josephine Ellis, through the kindness of her niece, Miss Lucy Bushnell, a large number of books, many of which are of special interest because connected with Oberlin.

From Mrs. G. W. Shurtleff, valuable educational works from the library of Professor Giles W. Shurtleff.

From the estate of W. H. Pearce, who was for many years the editor of the Oberlin News, came a great collection of magazines and newspapers received by him in exchange, and also a collection of pamphlets, programs, and so forth, of special interest as filling gaps in our collection of Oberliniana.

From R. T. Miller, Jr., of the class of 1891, President of the American School of Correspondence at the Armour Institute in Chicago, the extremely valuable encyclopedias of Engineering, Electricity, and Mechanical Drawing, published by this school. These valuable and expensive works have at once found a place in our reference library, where they have proved of very great service.

Treasurer James R. Severance presented to the Library the medical library of his father, for many years a physician in Bellevue. This library was especially rich in early American Medical Periodicals, and was a very welcome gift. As an example of how every such addition helps, it may be stated that we had, only a few weeks before this gift was received, borrowed, for the use of one of our professors, some of the very volumes which proved to be in it, from the library of the Surgeon-General's office, at Washington, volumes which were exceedingly scarce and difficult to obtain. These volumes can now be consulted in our own library.

From Mrs. S. A. S. Moulton, there came a very large number of books from the library of her husband, many of which were reference books of very great value.

From the estate of the late Mrs. Reamer, through the kindness of Miss Ella Manley, there was received a large number of valuable papers and pamphlets, and a small collection of books.

Professor F. F. Jewett presented to the Library a complete set of the American Chemical Journal.

Mrs. S. A. Cook sent us many valuable papers and magazines, making

a very important addition to our very incomplete set of Harpers Weekly.

A great number of other gifts, ranging from one to a half dozen volumes, have been received, which it is impossible for me to mention in detail here, but which have been greatly welcomed. It is occasion for great gratitude and for great hopefulness for the future that with as small a local field to draw from as this Library possesses, its additions by gift should equal those of many large city libraries, and that these gifts should contain so much that is of real and permanent value. We have hardly yet touched the Oberlin constituency outside of Oberlin, and when once it is possible to get the Alumni of the institution generally interested in building up the Library, we may expect a very rapid increase from this source alone.

Important exchanges of duplicate material in the possession of the Library have been carried on during the year with the Library of Congress, the New York Public Library, the Providence Public Library, and the Office of the Superintendent of Documents, Washington, D. C. Through the help of the Library of Congress, we were able to receive a large number of magazines, which went far toward making our sets complete, sending it in return a thousand or more numbers of our duplicate magazines toward making its sets perfect. From the New York Public Library we received a large number of magazines and books, among which may be mentioned many volumes of Poor's Manual of the Railroads of the United States, nearly completing our set, many years of the scarce and valuable Journal of Social Science, and nearly all the missing volumes necessary to complete our set of Statesman's Year Book. From the Providence Public Library in exchange for a hundred or more volumes of magazines, were received important local histories, such as Upham's Salem Witchcraft, Records of the Colony of New Haven, and Yoakum's History of Texas. From the office of the Superintendent of Documents there came nearly 150 volumes of the earlier documents of the United States, filling important gaps in our collection of the documentary literature of the United States Government.

It will be seen from this recital that by means of the generosity of donors, present and past, it has been possible for us to obtain, by gift and by exchange, important additions to our collections. This however, should not close our eyes to the fact that the amount available for the purchase of new books is altogether inadequate, and barely meets the absolute necessities of the student body, while doing comparatively little toward the furnishing of a satisfactory equipment for research work to the instructors of the institution. The appropriation of the Trustees for new books was unavoidably decreased, for the year under discussion, to \$1000.00, which

with the income of our funds, and gifts from other friends, made our expenditures for new books and periodicals considerably less than \$3000.00. If the Library is to render the service to the institution which it ought to render, a much greater sum than this should be available for immediate expenditure. At least \$5000.00 per year would be necessary, even if our Library were in all respects up to date. What seems to be imperatively needed just now is the gift of a large sum of money to bring our Library up to date, and then the securing of additional endowment until the amount available for book purchases can reach the sum of \$5000.00 yearly. If it were possible for us to expend \$10,000.00, or better, \$20,000.00 a year, for five years, it would be possible for us to bring our Library up to date, and if then \$5000.00 a year could be expended, we could keep it reasonably up to date thereafter.

Is there any call which the College can make upon its wealthy friends which will appeal to them more than one like this, which contemplates the addition of equipment to bring the instruction of the institution to its highest efficiency?

I trust this plea may receive your hearty endorsement.

#### WORK OF THE YEAR

During the year the Library was open 308 days. The total number of readers for the year was 118,492. The smallest number of persons using the Library in any one day was 26 (Sept. 10th); the largest, 785 (May 24th). The average daily attendance during the school year was 523, during the summer vacation 91. The following table shows the attendance and averages, by months, for the year:

|           | Morning |      | Afternoon |      | Evening |      |
|-----------|---------|------|-----------|------|---------|------|
|           | Total   | Avg. | Total     | Avg. | Total   | Avg. |
| September | 885     | 35   | 1089      | 43   | 146     | 73   |
| October   | 4333    | 166  | 4261      | 164  | 3109    | 148  |
| November  | 4962    | 198  | 5102      | 204  | 3474    | 165  |
| December  | 3774    | 145  | 4147      | 159  | 2113    | 151  |
| January   | 4476    | 186  | 4787      | 199  | 2773    | 146  |
| February  | 4315    | 187  | 4629      | 201  | 2702    | 142  |
| March     | 5235    | 194  | 5504      | 204  | 4075    | 177  |
| April     | 4650    | 186  | 4685      | 195  | 3554    | 177  |
| May       | 5389    | 199  | 4913      | 189  | 4366    | 189  |
| June      | 3923    | 150  | 3757      | 144  | 2820    | 142  |
| July      | 1228    | 49   | 1340      | 58   |         |      |
| August    | 1004    | 37   | 1079      | 39   |         |      |

The number of persons drawing books for home use during the year was 1288; the number of books drawn for circulation outside the building was 15,614. When the building was opened in the evening, it was necessary to restrict the circulation of reference and reserved books. Formerly such books were allowed to leave the Library at 4:30 in the afternoon, but after the evening opening became a fact, they were allowed to leave the Library only after 9:00 in the evening. It was expected that this change would very materially diminish the circulation of books, but this has not proved to be the case. The number of volumes circulated during the year preceding the evening opening, was 16,156; during the present year, 15,614.

The catalogue department catalogued during the year 4508 bound volumes, and 3739 unbound volumes. This required the preparation of 9636 new cards for the catalogue. In addition, 4518 cards, written in previous years, were withdrawn from the catalogue, in order to receive additions or corrections.

#### GAINS OF THE YEAR

Under this heading, first of all, mention must be made of the new building, which through the generosity of Mr. Andrew Carnegie is some day to become a reality. As I suppose you will treat of this matter at length in your own report, I do no more than to mention it here, and to express the great satisfaction of the librarian and all associated with him in the management of the Library, in the prospect for greater efficiency, which this very generous provision for the library makes possible.

In the actual working of the Library, the great event of the past year has been the introduction of a thoroughly trained reference librarian. Miss Antoinette P. Metcalf, a graduate of the Library School of Pratt Institute, as well as a graduate of Oberlin College, was appointed to this position, and began work with the beginning of the year now in review. The librarian arranged his hours, with the additional assistance provided for his office, so that whenever Miss Metcalf could not be in the room, it was possible for the librarian to be there, so for the first time since the opening of this building, at all hours of the day and evening, a member of the staff, free from other responsibility, and ready to answer questions, and give other needed help, was available in the reading room. The result has shown the wisdom of the decision to provide a reference librarian. Throughout the year the work sought of her from the students increased, and it is evident that it will not be longer than until we get into our new building before the work of caring for the reserved books will have to be entirely taken from the reference librarian, and given to the delivery



desk attendant, by reason of the great increase of reference work. There is an increased demand also coming from graduates and former students for help, and we are very glad, so far as time and strength permit, to assist our friends in this way.

Another gain of the year was the rearrangement of the reading room in such a way that the books reserved by professors for the use of their classes were brought under supervision. Heretofore, these have been on open shelves, without supervision, with the result that books were carried from the building, hidden or kept by a student in order to prevent others from having an opportunity to make use of them. Our present system, whereby such books are kept on shelves, under supervision, and for each book taken a signed card is left with the reference librarian, has worked to perfection. During the entire year, out of 1,500 books thus reserved, not more than half a dozen have in any way disappeared, and it has been possible at any time to tell a student just where a given book could be found. Many expressions of satisfaction have come from the students as to the new arrangement. In spite of the inconvenience of having to sign a card for the book, the knowledge that the book could be found, and that it would not remain in any one's hands an undue length of time, has offset all the inconvenience. We would not willingly go back to the old arrangement.

At the meeting of the Trustees in November, it was voted that hereafter the Library should be kept open throughout the noon and supper hours. Although no provision was made for meeting the additional expense thus involved, the Library staff, by rearrangement of hours, has carried the work through the year, and it has undoubtedly been to the student body a very real gain. At no time during the hour in which the Library was formerly closed for supper have there been less than ten or fifteen students at work, showing that the opening met a real want. The Library is now open from 7:15 in the morning until 9:30 at night.

Although in my last report I stated that there was no space in the building for additional shelving, the demand for additional shelf-room compelled the searching out and finding of the few places still remaining, in which it was possible to put shelves. Space was discovered over one or two windows, and against the side of a chimney, and in this way space for perhaps 1,000 additional volumes was secured, where it was greatly needed, in the third story of the building. With this relief, and one other possible source of relief, it is hoped that the Library will contain the books now likely to come to it, until the new building is erected.

Pressure for more places for readers in the reading room, especially

during the spring months, was very great. Accordingly, during the summer, additional tables were provided in the reading room, filling every available nook and corner, until now it is possible to seat one hundred and fifty readers at one time, a gain of twenty-five over last year. It is hoped that with this relief, the reading room will prove sufficient until the new building is available. This additional seating capacity, however, only emphasizes the necessity of doing something for the ventilation of the present reading room. On this problem the Superintendent of Buildings and Grounds is at work, and it is hoped that some inexpensive but effective method of providing ventilation for the present room can be obtained during the present school year.

This survey of the year reveals many things for which there is occasion for thankfulness. With the prospect of a new building, and with the additional endowment for which Mr. Carnegie has wisely made provision, the future of the Library ought to be one of still greater usefulness.

Respectfully submitted,

AZARIAH S. ROOT.

# Report of the Dean of the Theological Seminary

*To the President:*

SIR—So full a statement of the Seminary situation was made in my last report that a briefer one will suffice this year. The work of the year 1904-05 went on well. The students that we attract are always men who are ready for hard work and are not induced to come by an offer of free beneficiary aid. The readiness of the men to work, their loyalty to the Seminary, the good fellowship among the students and between the student body and the Faculty, make the life of a teacher a pleasant one.

Professor Kemper Fullerton, who took the Old Testament Chair last fall, has been conspicuously successful. His elective classes have been very large; the scholarly character of his work and the charm of his personality have won for him the enthusiastic regard of the entire student body.

The Slavic Department suffers from the fact that no national superintendent of the Slavic work has been appointed by the Congregational Home Missionary Society to fill the vacancy caused by the death of Dr. Schaufler. The students for the Slavic Department have to be discovered one by one, and it is the Superintendent who makes these discoveries. The Slavic Department Committee has secured from the Congregational Educational Society the promise of an annual appropriation of \$1,600 for the support of the Department. While this appropriation is not enough to run the Department, it is a steady asset and an indispensable help.

In the student employment fund, from which self-supporting students are paid for missionary work in the vicinity, there was no deficit at the close of the year. In addition to the efforts of Professor Currier and myself this result was largely due to Mr. Charles W. Williams, Assistant to the President. I am under obligation to yourself and to Mr. Williams for the assurance that I need no longer concern myself about the financial interests of the Seminary. It had become evident that the full work of the New Testament Department and the administrative work of the Dean's office were the utmost that I could do.

The year has opened well this fall. The large gain in attendance that was made last year is substantially held. The attendance for the

year in the three regular classes last year was 40. There are already 38 enrolled in the three regular classes, and there will probably be one or two more by the time the catalogue appears. The total enrollment last year was 52; and by the beginning of the second semester this year it will be about the same. The number enrolled at this date is 48. A year ago I was sanguine that there would this year be another gain in attendance, but before last year closed it was evident that this would not be the case. I hope that there will be a gain next year. We shall, however, graduate this year a class of 19, which is an unusually large number, and it may not be possible to add more than will fill their places. Our abandonment of the lecture system and our adoption of a method of instruction that requires close personal supervision of the work of each student makes it seem undesirable to have the attendance in the three regular classes much exceed 60.

An encouraging fact about the attendance is the growth of each class during its course. The class of 1906 increased from 14 in its Junior year to 19 in its Senior year; the class of 1905 from 8 to 11; the class of 1904 from 5 to 8; the class of 1903 from 9 to 11. The present Junior class numbers 8.

We draw men from a widely scattered constituency. The students in the Seminary this fall come from eighteen states and five foreign countries, and include in their number graduates from twenty-two colleges.

The walls of the corridors of Council Hall have been improved by paint and alabastine. Considerable money ought soon to be spent upon the building and the refurnishing of students' rooms. There is one greatly needed improvement in the building to which I wish to call particular attention. An expenditure of from \$3,000 to \$4,000 would transform the present "Council Hall Chapel," with its squeaky chairs and dreary walls, into a churchly audience room with pews, pulpit and organ. The students would preach better in such a room and we should have a place to which we should not be ashamed to invite lecturers from abroad.

Through the generosity of Mr. Alfred Gillett, of Oberlin, the Seminary has received a gift of \$5,000, subject to an annuity. Mr. Gillett has long been interested in the Seminary and has expressed his interest in contributions before. Mrs. Helen Finney Cox has placed in the Dean's Office, which is the room earlier endowed by General and Mrs. Cox in memory of President Finney, a very fine portrait of President Finney. It will be an inspiration to hundreds of students.

Respectfully submitted,

EDWARD I. BOSWORTH.

# Report of the Dean of College Men

## *To the President:*

SIR—The total enrollment of men in the College department for the past year was 294, divided as follows:

|                      |    |
|----------------------|----|
| Post graduates ..... | 12 |
| Seniors .....        | 54 |
| Juniors .....        | 55 |
| Sophomores .....     | 69 |
| Freshmen .....       | 85 |
| Specials .....       | 19 |

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294

This is an increase of fifteen men over the preceding year and is the largest number of men ever enrolled in the College department for a single year.

The number of men in the Freshman class shows an apparent decrease of nine, but ten of the special students ranked as Freshmen, so in fact the number is about the same as for the preceding year and is considerably larger than in any class prior to 1903-04.

Eight men were compelled to give up their College work during the year. Three Freshmen and one Sophomore had to leave because of illness, the other four men because of illness, or death at home, or for financial reasons.

In three of the four cases of illness the students were affected when they entered school and were not able to continue the work. The other case was not one of contagious disease, but the result of a severe cold.

Two men of the Freshman class were advised to leave because of irregularity in class attendance and unsatisfactory work. One man was given honorable dismissal because of our rule against the use of tobacco.

There have been few cases of discipline during the year and they have been individual in their nature, with but one exception. At the time of the Thanksgiving parties, an attempt was made to kidnap the president of the Sophomore class and keep him from his class. He was seized and kept during a portion of the evening. The men who were instrumental in this were, after careful consideration, not placed under discipline, the men of the four College classes sending to me the following letter:

"DEAR SIR: Tuesday noon, the men of the four College classes met and passed the following resolution:

"Be it resolved that we, the men of 1905 (or 1906, 1907 or 1908) will hereafter absolutely refuse as a class to endorse hazing.' This action was taken freely and the resolution was passed unanimously in every class.

"We, the undersigned, were appointed at these meetings, to represent our several classes. We tender this resolution to you with the conviction that such action at this time shows that out of present difficulties has come a definite student sentiment against any hazing in Oberlin College."

The letter is signed by a committee of three from each class. In view of this voluntary action and in consideration of the fact that it was felt that the Freshman class had been taunted into doing what they did, no disciplinary action was taken.

While the figures submitted above show an increase in the total number of men, the percentage of men in comparison with the women in the College department shows a decided decrease. The figures are as follows:

|               | Total | Men |       |
|---------------|-------|-----|-------|
| 1901-02 ..... | 499   | 242 | 48.5% |
| 1902-03 ..... | 578   | 267 | 46.2% |
| 1903-04 ..... | 633   | 279 | 44.1% |
| 1904-05 ..... | 670   | 294 | 43.9% |

The figures for the Fall semester 1905-06 are as follows:

| Total | Men |       |
|-------|-----|-------|
| 696   | 291 | 41.8% |

In four years there has been an increase of 197 students, 148 of whom were women, and 49 men, 24 per cent. of the increase being men.

The number of men asking for honorable dismissal this Fall has been exceptionally large. Seventeen such letters have been granted up to this time. In the majority of cases the students were changing in order to get professional or technical courses that are not offered here.

The addition of some shop work and technical courses, and a building distinctively for men would do much to lessen the disparity between the sexes and to keep here many of those who now leave for other schools.

It is not strange that the number of women is larger than that of men. Much more has been done to attract them here. The Dormitories and Sturges Hall are solely women's buildings, while the Warner Gymnasium is the only building solely for the use of men.

The number of men in the Freshman class for 1904-05, counting specials who ranked as Freshmen, was 95, while the number of men in the

Sophomore class this Fall is 62, three of whom are men coming from other institutions. This shows a loss of 36 from last year's Freshman class. The reasons, so far as I have been able to find them, are as follows:

|   |    |
|---|----|
| Other schools.....                                    | 9  |
| Sickness.....   | 4  |
| Lack of money.....                                    | 2  |
| Business reasons.....                                 | 6  |
| Unsatisfactory.....                                   | 3  |
| Dropped back.....                                     | 1  |
| Advanced a class.....                                 | 2  |
| Teaching.....   | 2  |
| Honorable dismission and because of tobacco rule..... | 1  |
| Reasons unknown.....                                  | 5  |
| At home, return next semester.....                    | 1  |
| Total.....  | 36 |

Of the ten special students ranked as Freshmen, seven have not returned.

There were 67 Sophomore men during the year 1904-05. The Junior class this fall contains 61 men, but 12 of these were not enrolled as Sophomores last year. That is, there were 18 men enrolled as Sophomores who are not now members of the Junior class. The reasons are given below:

|                           |    |
|---------------------------|----|
| Other schools.....        | 7  |
| Business.....             | 4  |
| Sickness.....             | 2  |
| Advanced a class.....     | 3  |
| Dropped back a class..... | 1  |
| Death of parents.....     | 1  |
| Total.....                | 18 |

Last year's Sophomores, now Juniors..... 49

Not enrolled as Juniors..... 18

Sophomore class 1904-05..... 67

The twelve men whose names appear as Juniors, who were not enrolled as Sophomores, are accounted for as follows:

|                                |    |
|--------------------------------|----|
| From other colleges.....       | 4  |
| Former student returned.....   | 1  |
| Classed special last year..... | 3  |
| Dropped back a year.....       | 3  |
| Advanced a year.....           | 1  |
| Total.....                     | 12 |
| Sophomores, last year.....     | 49 |
| Present Junior class.....      | 61 |

I have given these figures for the Freshmen and Sophomore years because most of the losses occur then and a record of the reasons kept over a period of years may suggest a remedy.

Last year's report suggested some form of student organization to confer with the executive officers of the College concerning matters of college polity. While no formal report has been received it is understood that the students have taken steps toward forming some such organization. I feel that the College will make a distinct gain if the Faculty and students can confer in some such way as this.

My own work for the year has of necessity been largely personal and of a character difficult to report. A more thorough acquaintance has given me greater opportunity for influence among the men, and this more intimate knowledge has confirmed my belief in the character and manliness of college men.

Respectfully submitted,

EDWARD A. MILLER.



# Report of the Women's Department

## *To the President:*

SIR—The enrollment of women for the academic year 1904-05 was 1,063, distributed as follows:

|                     |     |
|---------------------|-----|
| College .....       | 376 |
| Conservatory .....  | 472 |
| Academy .....       | 148 |
| Art .....           | 24  |
| Summer School ..... | 43  |

These statistics show an encouraging increase in both College and Academy, and a slight decrease in the Conservatory, due to the persistent efforts of that department to discourage the attendance of those who are unable or indisposed to do full and thorough work. Although these figures show a larger total for the Conservatory, the average term enrollment is a little in favor of the College.

The health record for the year has been unusually good. There was very little sickness, even in light forms, and no serious illness. Several women were obliged to give up their work because of poor health or weak eyes; but they were mostly new students unable to stand the strain of college life, rather than older ones suffering because of any conditions here.

No serious cases of discipline have come before the Women's Board; no one was expelled or suspended; and most of such minor difficulties as have arisen, have been handled individually and quietly by the Deans.

The most unfortunate event of the year was the partial destruction of Baldwin Cottage by fire on January 31. Arrangements were made to transfer the entire household to the Park Hotel, where the remaining eight weeks of the Winter term were passed very comfortably. It was a great satisfaction that the Cottage was ready for occupancy at the beginning of the Spring term. There were very few alterations made, but the house was improved by being wired throughout for electric lights, and in some other minor matters.

The greatest problem confronting the Deans of Women, and one which increases in seriousness every year, is that of providing suitable homes for our young women. Dr. Luce urged the consideration of this

matter upon the Trustees two years ago. Since that time the enrollment of women has increased nearly twelve per cent. The accommodations provided by the College have not been enlarged, and only two houses of any considerable size have been added to our list of approved houses,—and this, not because of any unwillingness on our part, or failure to find desirable women for matrons, but because no suitable houses could be rented.

Upon our approved list there stood last year 50 houses, accommodating 525 young women. The four College halls can receive 166, and 7 lived at Keep Home. There came to us from homes in Oberlin or adjoining towns, 180, 95 of these being Conservatory students, 46 College, 28 Academy, and 11 Art. After accounting for as many as possible in these ways, we are left with a surplus of 185. This is explained in part by the fact that some of our students do not remain the entire year; yet not altogether, as the enrollment this fall comes almost within one hundred of the total enrollment for last year. These facts mean that the boarding houses must be over-crowded and that every available room must be occupied; and that even then many are scattered by ones and twos wherever we can find places. Students arriving on registration day without having made their arrangements previously, found themselves confronted with the necessity of taking the one remaining place at the price they could afford to pay, whether pleased with it or not, or, worse yet, forced to pay more than they felt was right.

In view of these facts, I wish to raise the question very seriously whether the time has not come when we must have more halls of residence belonging to the College,—whether, to state the matter definitely and concisely, it would not be feasible and wise to use some of the invested funds of the College for the erection of such buildings and then charge such prices as would make them yield an adequate income,—say 5 per cent.,—on the money invested.

I recognize fully the urgency of other needs; therefore I would not request the solicitation of funds for new boarding halls. But if funds already in the possession of the College can be so utilized as to yield an adequate income and at the same time meet this most pressing claim of our students for comfortable and refined homes, it would seem a wise policy; and a somewhat careful study of the situation leads me to believe this not impracticable.

The plan would be for the construction of less expensive buildings than Talcott Hall and Baldwin Cottage, and then a sufficient increase in the prices at these two buildings to make them fair investments. Investigation shows that the extra charge should be for board, as the table

scarcely pays for itself, and we are not willing to provide poorer meals. As it now is, as Mr. Severance states, "The room rent of the girls is liable to pay part of the board bill of the boys."

May I ask your attention to the following figures: Talcott Hall, cost of building and furnishing, \$62,000, has yielded for the past seven years an average income of 2 2-3 per cent. An increase of 50 cents in the price of board, making it \$3.25, would mean an income of 6 7-10 per cent.

Baldwin Cottage,—cost \$37,000, yields 7-10 per cent. An increase of 50 cents for board and 25 cents for room would add 3 3-4 per cent,—a total income of 4 9-10 per cent.

After some conference with a real estate agent and an architect, I beg leave to submit the following estimate for a new residence hall, to accommodate fifty women, and thirty men for meals:

|                              |          |
|------------------------------|----------|
| Construction .....           | \$30,000 |
| Land (200 ft. x 20 ft) ..... | 4,000    |
| Furnishings .....            | 4,000    |
|                              | <hr/>    |
|                              | \$38,000 |
| Interest at 5% .....         | \$ 1,900 |

Taking the actual figures from Baldwin Cottage and Talcott Hall and making such combinations as the difference in size of the buildings necessitates, the estimated expense connected with the table board and care of the parlors is \$95 a year; the expense for heating and lighting the upstairs and keeping the furnishings in repair averages \$20 for each resident. These items and the matron's salary would give as the total expense of the maintenance of such a house, \$9,200.

A charge of \$3.00 for each boarder and \$1.50 extra for each resident, would bring in receipts amounting to \$11,340, giving a surplus of \$240 after paying 5 per cent. interest.

|                 |         |           |        |          |           |
|-----------------|---------|-----------|--------|----------|-----------|
| 80 x \$95 ..... | \$7,600 | 80 x 3    | x 36.. | \$8,640  | Board     |
| 50 x \$20 ..... | 1,000   | 50 x 1.50 | x 36.. | 2,700    | Room rent |
| Salary .....    | 600     |           |        |          |           |
|                 | <hr/>   |           |        |          |           |
| Expenses .....  | \$9,200 |           |        | \$11,340 | Receipts  |
|                 |         |           |        | 9,200    | Expenses  |
|                 |         |           |        | <hr/>    |           |
|                 |         |           |        | \$2,140  | Balance   |

One such building would be a little help, but would not materially relieve the situation nor make it wise, probably, to raise the price at Talcott Hall and Baldwin Cottage, as suggested. I want to ask, then, whether

it may not be possible, in the immediate future, to invest sufficient funds in four or five such buildings, to accommodate two hundred to two hundred and fifty students. To insure still more fully the financial success of the enterprise, as well as to simplify the administration, it would seem wise to have the buildings located together, with a central kitchen behind, connected with each hall. One purveyor could thus do the buying and planning for all. A plan similar to this is in operation at Chicago University. It is perhaps not necessary at this time to take up the discussion of many of the minor details which have been under consideration, but there seem no serious difficulties in this plan.

The problem of discipline would also be greatly simplified, if we were thus able to house a larger proportion of our students in College halls. Moreover, it might be possible to devote one of the new buildings to the use of the Academy women. The experiment of having an Academy house has proved so satisfactory, that this year a second one has been given up to them. It would be a natural step in advance and, I am sure, a great gratification, both to Mr. Peck and Mrs. Fargo, if a larger place could soon be provided. It would also make possible some different legislation for Academy girls, if this should seem desirable; and would help develop for that department the separate life which seems so advisable and to which Mrs. Fargo's appointment has contributed so much.

It is worth remarking that with the suggested increase of price at Talcott Hall and Baldwin Cottage, with a possible slight advance at Lord Cottage and Stewart Hall, if deemed advisable because of the higher prices of food supplies, and with new accommodations for two hundred at prices ranging from four to five dollars, and averaging four and a half, the expenses for the student in College halls would still average some fifteen cents less than that paid last year by students in private families, and five cents less than the average paid by all students. Moreover, we could then reasonably expect a slight decrease in the town prices rather than the steady rise observable at present. The prices in our halls are much lower than those of most dormitories in colleges of the standing of Oberlin—the charge per week at Mount Holyoke being over thirty cents more than it would be here on this new plan. And while we never wish to forget or fail to provide for the student of limited means, we have an ever-increasing number of students who spend from five to eight hundred dollars a year and could just as well pay what the home they find here is worth.

The effect upon our present matrons is naturally one of the points that must be considered, for we would not wish to destroy the pleasant

relation which has always existed between the College and the town. Perhaps the bare statement that there would still be as many women to be accommodated in private families as there were four or five years ago, will allay any anxiety on this point.

This evidence of the increased enrollment of women naturally suggests the perhaps greater objection, that to add to our halls of residence would tend to add even more rapidly to the proportion of women. The question in our minds, however, is not the encouragement of more women, but merely proper care for those we have. We shall be most willing, if the Trustees so desire, to say that when the desirable places are filled, we will receive no more students, placing the limit at whatever enrollment may seem wisest and adopting whatever restrictions may be expedient.

A few facts gathered by correspondence with five of the prominent eastern colleges, may not be without interest in this connection. The smallest proportion of students accommodated in the College halls is something over one-half at Smith. The charges range from \$4.86 a week at Mount Holyoke, to \$9.22 at Vassar. Wellesley has the most carefully planned system of common buying and planning. At three of the five, endowment funds have been used in the buildings, some of which pay a handsome return, although more expensive structures than we should contemplate.

Another possible suggestion which seems worthy of careful consideration is whether Keep Home might not be utilized to greater advantage than at present. The number of young women boarding themselves there has been decreasing every year, until now there are but five, three of whom plan to leave soon. An income of two dollars and a half a week—(fifty cents from each girl)—from a building which could easily accommodate eighteen or twenty students, seems wasteful indeed. The building is old, but in fairly good condition, and the rooms are pleasant. If some arrangement for heating other than stoves could be introduced, and a few slight changes made to provide a suitable dining room and kitchen, the house could be run on a co-operative plan, each girl doing her share of the work and defraying her part of the expenses, at an increase of little or any over the present cost of living there. It is believed that the house would meet a great need for comfortable, inexpensive quarters and be easily filled; and I venture to say that it would prove a less expensive investment than at present.

One of the most perplexing phases of this difficult problem has been the housing of our colored students. I am glad to be able to report that the opening of a new and very pleasant house by Mrs. Norris has met the immediate need in this direction quite adequately.

Many evening visits at the various boarding houses have made apparent the need of some College inspection of our lighting plant. In houses where gas is used, the light is seldom adequate, and I believe much of the trouble our students have with their eyes may be traced to this cause.

The results of the first year's work under the new plan of administration through three Deans have seemed to justify the change. A more thorough acquaintance, and therefore a more perfect understanding of the needs of the individual women, and a better adaptation of our methods to these needs, have been made possible. The young women are increasingly learning that the Deans are primarily their friends, and only secondarily disciplinary officers. The spirit of loyalty and co-operation has been all we could reasonably ask; the interest in student government seems to be making some advance; and the increasingly efficient work of the Young Women's Christian Association proves a material assistance in many phases of our work.

The monthly General Exercises have given opportunities to touch student thought and influence student sentiment, and have been quite enthusiastically received by the young women themselves as occasions for better acquaintance with their Deans. The monthly meetings of the Women's Board have made possible not only the consideration of such matters of discipline as needed attention, but also careful conferences in regard to many phases of our work.

It is therefore with a spirit of hope and enthusiasm, in spite of the perplexities, that we take up the work of this second year.

Respectfully submitted,

FLORENCE M. FITCH.

# Report of the Registrar

*To the President:*

SIR—The enrolment in the College for the year 1904-05 was as follows:

|                        | Men   | Women | Total |
|------------------------|-------|-------|-------|
| Graduates .....        | 12    | 4     | 16    |
| Seniors .....          | 54    | 58    | 112   |
| Juniors .....          | 55    | 72    | 127   |
| Sophomores .....       | 69    | 94    | 163   |
| Freshmen .....         | 85    | 115   | 200   |
| Special Students ..... | 19    | 33    | 52    |
|                        | <hr/> | <hr/> | <hr/> |
|                        | 294   | 376   | 670   |

The following degrees were conferred during the year 1904-05:

| In course | Men   | Women | Total |
|-----------|-------|-------|-------|
| A.M.....  | 4     | 2     | 6     |
| A.B.....  | 54    | 61    | 115   |
|           | <hr/> | <hr/> | <hr/> |
|           | 58    | 63    | 121   |

Upon completion of prescribed work:

|          |   |   |   |
|----------|---|---|---|
| A.M..... | 1 | 1 | 2 |
|----------|---|---|---|

Out of the one hundred and fifteen students receiving the degree A.B. three belonged to other classes, their degrees not having been issued for various reasons.

It may be of interest to note some statistics of the graduating class of 1904-05. Of the 170 who entered College in 1901, only 69 were graduated in 1905. The following table shows the losses and gains during the four years, 1901 to 1905:

*Class of 1905 Admitted to College, September, 1901.*

|                        | Men | Women | Total |
|------------------------|-----|-------|-------|
| Number of Members..... | 79  | 91    | 170   |

*Losses*

|  | Men       | Women     | Total      |
|--|-----------|-----------|------------|
| Left College during or at end of Freshman year..                       | 12        | 23        | 35         |
| Left College during or at end of Sophomore year..                      | 16        | 17        | 33         |
| Left College during or at end of Junior year....                       | 4         | 5         | 9          |
| Entered a lower class.....   | 7         | 6         | 13         |
| Entered a higher class.....  | 4         | 4         | 8          |
| Classed Senior, failed to complete the work for<br>the degree A.B..... | 3         | ..        | 3          |
| <b>Total loss .....</b>  | <b>46</b> | <b>55</b> | <b>101</b> |

*Gains*

|                                       |           |           |           |
|---------------------------------------|-----------|-----------|-----------|
| From higher classes.....              | 3         | 7         | 10        |
| From lower classes.....               | 6         | 5         | 11        |
| Admitted after the Freshman year..... | 9         | 11        | 20        |
| From Special Students.....            | 1         | 1         | 2         |
| <b>Total gain .....</b>               | <b>19</b> | <b>24</b> | <b>43</b> |
| <b>Net loss .....</b>                 | <b>27</b> | <b>31</b> | <b>58</b> |

Of the seventy-seven students who left College before the Senior year, the majority are accounted for, as shown in the following table:

|  | Men       | Women     | Total     |
|--|-----------|-----------|-----------|
| To enter other colleges .....                    | 7         | 6         | 13        |
| To enter Oberlin Conservatory of Music.....      | —         | 1         | 1         |
| To go into business.....                         | 8         | —         | 8         |
| To engage in teaching.....                       | —         | 2         | 2         |
| To go into foreign missionary work .....         | 1         | 1         | 2         |
| Because of previous plan.....                    | —         | 1         | 1         |
| Lack of money .....                              | 3         | 1         | 4         |
| Poor health.....                                 | 1         | 9         | 10        |
| Poor scholarship, not encouraged to return ..... | —         | 3         | 3         |
| Married, not allowed to return.....              | 3         | 2         | 5         |
| Dissatisfied in Oberlin.....                     | 1         | 1         | 2         |
| Died.....  | 1         | 1         | 2         |
| No reason known.....                             | 7         | 17        | 24        |
|  | <b>32</b> | <b>45</b> | <b>77</b> |

Doubtless classes vary in the gains and losses somewhat, but this table may fairly be taken to illustrate the variation in any class during the four years in College. It will be observed that there is very little loss after the beginning of the Junior year, and gains are not at all infrequent during the last two years of the course. This fact is particularly noticeable this present year, when other colleges and universities have sent



to us seven new students, who enter the Senior class, and thirteen, who enter the Junior class. The colleges from which these students come are as follows: University of Missouri, Dakota Wesleyan University, Carleton College, Yankton College, Central College, Monmouth College, Berea College, Ohio State University, Amherst College, The Western, Iowa Wesleyan University, Greenville College, Olivet College, South Dakota Agricultural College, Vincennes University, Bradley Polytechnic Institute, University of Wisconsin, University of California, University of the City of New York, and Tabor College.

We always meet with large losses among the Unclassified or Special Students. This may be expected to some extent, for those who plan four years of study in College naturally enter a regular College class. But it is safe to say, that where one student, upon his admission to College, begins to specialize in his work with any definite end in view, there are five who choose to be ranked as Special Students in order to avoid some of the work required of candidates for a degree. Last year, of the fifty-one Special Students, fourteen elected Chemistry, twenty, English, and eleven, History, to a greater or less extent, while many of these and other students elected for the larger part of their work, Freshman courses, omitting perhaps Mathematics or a Language.

Comparatively few Special Students return for further study. The following table illustrates this:

*Special Students*

|  | Men | Women | Total |
|--|-----|-------|-------|
| In attendance during the year 1903-04.....     | 14  | 27    | 41    |
| Left College before the end of the year.....   | ..  | 2     | 2     |
| Left College at the end of the year.....       | 8   | 22    | 30    |
|  | —   | —     | —     |
|  | 8   | 24    | 32    |
| Entered a College class in Fall of 1904.....   | 3   | 3     | 6     |
| Re-entered as Special Students in Fall of 1904 | 3   | ..    | 3     |
|  | —   | —     | —     |
|  | 6   | 3     | 9     |

Another matter of much interest is the tendency shown by Freshmen in their choice of electives. Besides the three required courses in English Composition, Mathematics, and Bible, they may elect any two from the following group: Latin, Greek, German, French, Science (either Botany or Zoology).

For the year 1904-05, for the two hundred Freshmen, the choice of electives is shown in the table below:

|           |          |          |          |                        |    |
|-----------|----------|----------|----------|------------------------|----|
| Number of | Students | Electing | Freshman | Latin.....             | 85 |
| "         | "        | "        | "        | Academy Latin .....    | 27 |
| "         | "        | "        | "        | Advanced Greek .....   | 17 |
| "         | "        | "        | "        | Beginning Greek .....  | 15 |
| "         | "        | "        | "        | Advanced German .....  | 91 |
| "         | "        | "        | "        | Beginning German ..... | 33 |
| "         | "        | "        | "        | Advanced French .....  | 10 |
| "         | "        | "        | "        | Beginning French ..... | 31 |
| "         | "        | "        | "        | Science .....          | 46 |

By far the most frequent combination of electives with this class was Latin and German, with Science and one modern language ranking second.

I should like to give more definite data concerning scholarship than I am able to collect at this time. My decided conviction is, that the standard maintained is high, and that much genuinely scholarly work is done. The Committee on Failure in Scholarship, during the last few years, has rendered valuable assistance in keeping the standard high, and also, by timely warnings and helpful counsel in adjusting work, has saved many from utter failure.

The work in the Registrar's Office is involved; the duties and interests, many and varied. It is our earnest purpose to make the office as useful and as really valuable to both the Faculty and Students as possible. The large increase of sixty per cent. in number of College students during the last five years, makes a very vital difference in the work in the office. Our greatest need is more permanent assistance than can be obtained when depending entirely upon students with their many engagements. The student assistance is efficient and all that it can be, but it will readily be seen that several consecutive hours of work are of far greater value than an equal number of separate hours. Another great disadvantage in depending entirely upon students for help, is this, that after one, two, or three years of work, when they are really very valuable helpers, they graduate from College and new assistants must be secured and trained. I feel certain that the work in the office would be more efficient, and that many valuable and helpful things might be accomplished, which now have to be put off, were this change made.

As is well known many of our records were destroyed in the chapel

fire. Fragments of partly burned books were dug out of the ashes, and all such records that could be deciphered have been entered upon cards. The need of a card catalogue to all existing records seemed more imperative than ever; so for the last year and a half we have been working on such a catalogue. It is not yet completed but the work is going on as rapidly as may be, and we trust that it may be of permanent value to the College.

Respectfully submitted,

FLORA ISABEL WOLCOTT.

# Report of the Director of the Conservatory

## *To the President:*

SIR—No change in the Conservatory has given such general satisfaction to teachers and students alike as the enlargement of Warner Concert Hall. It was first opened for public use on January 10th by a concert given by the Conservatory Faculty before an invited audience. It now meets perfectly every need for the Conservatory concerts, and has been greatly admired by many distinguished artists for its perfect acoustics and its æsthetic beauty.

The Great Organ not only appears to much better advantage in its new setting, but the volume of its tone is greatly increased by the ample room afforded.

The Conservatory has been fortunate in keeping essentially the same personnel each year as its faculty. Some changes are to be noted, but they are the addition of new names, rather than the loss of those we have. This year three of our members are in Europe for further study. Professor F. G. Doolittle, of the Violin Department, has joined his wife and family in Berlin. Mr. Herbert Harroun, of the Vocal Department, is also in Berlin. Mr. B. H. Davis has entered the Leipzig Conservatory for several years' study in preparation for a concert pianist.

Three new appointments were necessary to carry on our work. Mr. Richard Jose Ferrer and Miss Caroline Harter, violinists, and Miss Ada Morris, pianist. Mr. Ferrer has enjoyed the best advantages afforded in Europe for his musical education. He was for four years a pupil of the Hoch Schule in Berlin, holds a diploma from the Brussels Conservatory, and afterwards was a private pupil of Isaye.

Miss Harter has a most enviable reputation as a violinist. Her first study abroad was with Marsick of Paris. She then entered the Geneva Conservatory, and after two years of work under Henri Marteau as her master, she was given the Diploma de Virtuosite. We are fortunate in having two such brilliant teachers of the modern French school of violin playing, since at the present time it takes the lead in the artistic world.

Miss Morris was a student here in the Conservatory for several years,

and was known as the best pianist of her class. She has since studied in the Leipzig Conservatory, and privately with Godowski in Berlin. The influence of such thoroughly trained and talented artists will be felt throughout the Conservatory.

The growth and increasing efficiency of the Conservatory Orchestra is one of the most gratifying signs of a larger and more versatile musical life. It numbers 35 members, and furnishes, not only admirable accompaniments for the best work of our pianists, vocalists and violinists, but is playing with fine artistic effect Overtures, Symphonies and Suites. With the enthusiastic support of Mr. Ferrer and Miss Harter, Dr. Andrews as its director, will secure better results than ever yet attained.

Facilities for teaching all Orchestral instruments, together with first-class Orchestral drill, will bring us more young men than any other work we can offer.

A new course in the study of how to listen to music has been offered to College students who wish to obtain the culture and refinement of music, but who have no time for the technical study of any musical instrument. The best programs will be critically analyzed and studied, and the performances of teachers and pupils, together with a copious use of the pianola, will be utilized to acquaint the students with the best work in musical literature. Professor Dickinson offers this course. His scholarly knowledge of the subject makes him the ideal man to impart this particular kind of instruction.

Two new works have been written by members of our Faculty during the last year: "The Study of the History of Music," published by Scribners, is the fruit of the partial vacation from full work enjoyed by Professor Dickinson, and will no doubt reach as wide a circle of readers, and receive as unstinted praise, as his "History of Music in the Western Church," published by the same firm a few years ago. Professor Heacox and Mr. Lehmann have jointly compiled a new text-book on Harmony for the use of their classes.

Some significant changes may be noted by reference to our last published catalogue, where, by recommendation of the Trustees, students are classified according to their literary standing. Almost 25 per cent of the whole number are of college rank. Taking out the many children of the town, whose names are listed, the per cent would be still higher. The fact that we have fewer names in the last than in the preceding catalogue, but that each separate term registers more students in actual attendance, shows conclusively that fewer come for a short period of study, and that more thorough and advanced work is being accomplished.

## REPORT OF THE DIRECTOR OF THE CONSERVATORY 173

The following musical organizations and distinguished artists have contributed to our concerts during the past year:

Pittsburg Orchestra.

Cincinnati Orchestra.

Theodore Thomas Orchestra.

Kneisel Quartette.

Mr. Joseph Hoffman, Pianist.

Mr. Alexander Guilmant, Organist.

Mr. Jose V. Da Motta, Pianist.

Mrs. Ella Russell, Soprano.

Mrs. Charlotte Maconda, Soprano.

Mrs. Katharine Fiske, Contralto.

Dr. Ion Jackson, Tenor.

Mr. Arthur Beresford, Basso.

Mr. Geo. Devoll, Tenor.

Mr. Edwin Isham, Baritone.

Mr. Karl Griener, Violoncellist.

Mrs. Fish Griffin, Soprano.

Miss Genevieve Wheat, Contralto.

Mr. David Bispham, Baritone.

Mr. Ellison Van Hoose, Tenor.

Mr. Wm. Beard, Basso.

Mr. Kramer, Violinist.

Mr. Wm. H. Sherwood, Pianist.

Mrs. Elizabeth Blodgett, Soprano.

Mr. H. P. Cole, Tenor.

Mr. Marion Green, Tenor.

Mrs. Louise Homer, Contralto.

Mrs. Anna Wanamaker, Soprano.

Mr. Wm. Harper, Basso.

Without the unusual charm and inspiration given by the visit of such artists, Oberlin would be a far less desirable place of residence for a musician, and we should have great difficulty in retaining the services of the men and women at present in our faculty.

*Table showing the number of students during the year:*

|                   | Women | Men | Total |
|-------------------|-------|-----|-------|
| Fall 1904 .....   | 480   | 101 | 581   |
| Winter 1905 ..... | 475   | 111 | 586   |
| Spring 1905 ..... | 422   | 79  | 501   |

## REPORTS OF OFFICERS

*Table showing the number of students in both Conservatory and other departments:*

|                   | Conservatory and other departments | Classed Conservatory | Classed elsewhere | Conservatory alone |
|-------------------|------------------------------------|----------------------|-------------------|--------------------|
| Fall 1904 .....   | 209                                | 460                  | 121               | 372                |
| Winter 1905 ..... | 220                                | 464                  | 122               | 366                |
| Spring 1905 ..... | 192                                | 389                  | 107               | 316                |

*Table showing the branches taught, with the number of students in each:*

|                                    | Fall 1904 | Winter 1905 | Spring 1906 |
|------------------------------------|-----------|-------------|-------------|
| Harmony .....                      | 257       | 207         | 114         |
| Counterpoint, Canon and Fugue....  | 5         | 6           | 5           |
| Composition .....                  | 7         | 6           | 5           |
| Harmonic Analysis and Musical Form | 11        | 20          | 17          |
| Ear Training .....                 | 44        | 85          | 73          |
| History of Music.....              | 83        | 85          | 72          |
| Pianoforte .....                   | 460       | 457         | 380         |
| Organ .....                        | 77        | 77          | 69          |
| Singing .....                      | 264       | 280         | 256         |
| Violin, 'Cello and Double Bass.... | 47        | 51          | 36          |
| Wind Instruments .....             | 3         | 5           | 1           |
| Public School Music.....           | 32        | 41          | 44          |

In various ways the general standard for admission is being gradually raised.

In answering letters a good deal of judicious sifting out is done by insisting upon more thorough preparation before undertaking the exclusive study of music and making it clear that all will be held strictly to full work. Those who are deficient in musical ability, who neglect their work, or in other ways seem undesirable members of the Institution, are requested not to return.

For several years past the teachers have reported the talent and progress of each pupil at the close of the term in each branch of study. Permanent records of these are made and are open for reference at the Dean's office.

Respectfully submitted,

C. W. MORRISON.

# Report of the Principal of Oberlin Academy

*To the President:*

SIR—It may be of interest to the Trustees to know something of the methods employed in the Academy office, to bring the Academy to the knowledge of young people, and to induce them to become students at Oberlin. Last spring letters were sent out to all the teachers of common schools within a reasonable distance of Oberlin. These letters inquired whether the teachers would give the names of any students who might be interested in further study after they had completed the work done in the district schools. Later, letters were sent to the principals of most of the second and third grade high schools in the northern part of the state. None of these schools fit students for college. A request was made for the names of all of their graduates of the current year. In these ways, about 1,500 names were secured. To each one of these young people there was sent a copy of the Academy Calendar, a copy of a circular, giving reasons for further study, which might appeal to young people, and setting forth the advantages of Oberlin. A personal letter was also sent to each individual, asking for further correspondence. It is yet too early to judge of the result of this work, but it seems clear that it is an effort in the right direction.

During the last few years, an attempt has been made to emphasize somewhat more the Academy, as a separate body of students, with its own interests. For two years a separate Academy catalogue has been printed. This last summer, a separate book of Academy legislation has been arranged, and put into the hands of the Academy students. The Academy societies have been encouraged, and they are having a healthy development. A joint debate with the Oberlin High School was arranged last year, and it is the hope that this debate may be a permanent feature of the secondary school life at Oberlin. Separate athletic teams have been maintained in foot-ball, basket-ball, and base-ball. The boys of the Academy very much desire to have these teams, and take hold of them with much spirit. In all these movements, however, the difficulty is largely a financial one. Some twelve years ago, an effort was made to develop and maintain these athletic teams. No means was found, however, for securing the financial support that is necessary for their continuance. For



two years the principal of the Academy and the coach paid the deficit, and then the matter was dropped again. The same difficulty faces the management of the athletic teams now. The entire town is thoroughly worked in the support of the regular varsity teams. Even they find it difficult to secure the money necessary for their maintenance. A large and flourishing high school, with its varied interests, also appeals to the people of the town, and secures a good portion of their support. The Academy has a very small constituency outside of its own students, to whom it can appeal. Even the Academy students give largely to the support of the college teams. A deficit in the management has developed with each year. It was this condition of affairs which led the boys of the Academy last spring, enthusiastically, and almost unanimously, to present a request that they be charged two dollars a year, with their term bills, for the maintenance of the Academy athletics. This is by no means a new method of settling these difficulties. It is a practice quite frequent among the secondary private schools of the country, only the fees are two or three times as large as those proposed for Oberlin Academy. It is still the very earnest wish of both students and Faculty in the Academy, that this plan be given a fair trial. If it seems wise to make an effort to emphasize the Academy as an institution, it is absolutely necessary that some means be found of meeting the expense thus involved. It is the clear judgment of all those interested in the Academy, that this is the most feasible way of raising this money. The careful attention of the Trustees is again asked to this matter.

Two separate Academy boarding houses are now maintained. Each of these houses accommodates about a dozen girls, with rooms and board, and nearly an equal number of boys are provided with table board. There seems to be no suitable house available for use, as a house for boys alone. An effort was made to induce some citizen of the town to open his house particularly to boys of the Academy, and for a time, the effort seemed likely to succeed. Finally, however, through the fault of no one, the project failed. A further effort will be made in this same direction.

Respectfully submitted,

JOHN FISHER PECK.

# Report of the Chairman of the Summer School

## *To the President:*

SIR—I offer the following report of the Summer School for 1905: The session was of the usual length, beginning June 29 and closing August 18. The enrollment was 142, 25 more than last year, and the largest in the history of the school. About one-third of this number were men.

Of the thirty-five courses offered there were six Academy, five Normal, and twenty-four College courses. Instruction was given by members of the Faculty, with the addition in Academy English of Miss Esther C. Ward, of the Steubenville High School; in Ethics and Psychology, of Miss Harriet E. Penfield, of Rockford College; in Economics and Sociology, of Professor F. A. Bushee, of the Collegiate Department of Clark University; in the Normal courses of Miss S. W. Smith, Supervisor of Primary Instruction in the Lorain Public Schools; Mr. D. J. Boone, Principal of the Garden Avenue School, Lorain; Mr. J. H. Smith, teacher of Physiography in the Chicago High Schools.

While only four of the students devoted themselves exclusively to normal work, the election in normal courses was somewhat larger than last year; and the deficit, which last year amounted to \$112.00, was this year reduced to \$87.50. Although this amount, which is drawn from the Trustees' Guaranty Fund, is larger than some had expected, it is in my judgment, money well invested. The attention of teachers is called to Oberlin College, both for themselves and for their pupils. The presence for a year of only one student in the College, who would not have been in Oberlin but for the Summer Session, would nearly make up the deficit of the amount incurred this year.

The number of graduates enrolled was eighteen, an advance of four over last year. The great needs of the Summer Session of the College are: the addition of normal courses in branches taught in the High School, and of courses that would appeal more strongly to graduate students. For this enlargement no funds are available.

There were five lectures, given by President King, Professors Root and Bushee, Mr. J. H. Smith and Miss S. W. Smith. The Conservatory also gave a recital before the teachers and students of the Summer School.

## REPORTS OF OFFICERS

## REGISTRATION FOR THE SUMMER SCHOOL, 1905

| <i>College Courses</i>                | Teacher               | Men | Women | Total |
|---------------------------------------|-----------------------|-----|-------|-------|
| Bibliography .....                    | Professor Root.....   | 0   | 5     | 5     |
| Chemistry .....                       | Mr. Chapin.....       | 0   | 4     | 4     |
| Classical Archaeology.....            | Professor Martin ...  | 1   | 9     | 10    |
| Economics .....                       | Professor Bushee....  | 9   | 10    | 19    |
| English Literature                    |                       |     |       |       |
| Three Periods .....                   | Mr. H. J. Smith.....  | 6   | 21    | 27    |
| English Drama .....                   | Mr. H. J. Smith.....  | 3   | 7     | 10    |
| Ethics .....                          | Miss Penfield .....   | 5   | 5     | 10    |
| French I and II.....                  | Professor Cowdery ..  | 3   | 7     | 10    |
| German I and II.....                  | Professor Martin ..   | 2   | 8     | 10    |
| German III .....                      | Professor Anderegg .. | 2   | 8     | 10    |
| History, Europe in the 19th Cent..... | Professor Root ....   | 13  | 13    | 26    |
| Labor Problems .....                  | Professor Bushee ...  | 8   | 6     | 14    |
| Latin                                 |                       |     |       |       |
| Cicero .....                          | Professor Cole .....  | 1   | 5     | 6     |
| Roman Literature .....                | Professor Cole .....  | 2   | 10    | 12    |
| Teachers' Course .....                | Professor Cole ....   | 3   | 6     | 9     |
| Mathematics                           |                       |     |       |       |
| Trigonometry .....                    | Professor Anderegg .. | 2   | 2     | 4     |
| Analytic Geometry .....               | Professor Anderegg .. | 0   | 2     | 2     |
| Ornithology .....                     | Mr. Baird .....       | 6   | 13    | 19    |
| Political Science .....               | Professor Root .....  | 10  | 1     | 11    |
| Psychology .....                      | Miss Penfield.....    | 6   | 7     | 13    |
| Sociology .....                       | Professor Bushee....  | 6   | 8     | 14    |
| <i>Academy or High School Courses</i> |                       |     |       |       |
| Latin                                 |                       |     |       |       |
| Latin I and II.....                   | Professor Hosford ..  | 3   | 4     | 7     |
| Latin III .....                       | Professor Hosford ..  | 1   | 1     | 2     |
| Mathematics                           |                       |     |       |       |
| Algebra .....                         | Professor Anderegg .. | 2   | 6     | 8     |
| Geometry .....                        | Professor Anderegg .. | 2   | 7     | 9     |
| English .....                         | Miss Ward.....        | 2   | 4     | 6     |
| <i>Normal Courses</i>                 |                       |     |       |       |
| Arithmetic .....                      | Mr. Boone.....        | 0   | 7     | 7     |
| English Grammar .....                 | Mr. Boone.....        | 0   | 4     | 4     |
| American Literature .....             | Mr. H. J. Smith.....  | 0   | 11    | 11    |
| Primary Methods .....                 | Miss Smith.....       | 0   | 7     | 7     |
| Physiography .....                    | Mr. J. H. Smith ...   | 0   | 3     | 3     |

Respectfully submitted,

CHARLES B. MARTIN.

# Report of the Director of the Men's Gymnasium

## *To the President:*

SIR—The receipts and expenditures of the Gymnasium for 1904-05 were as follows:

### RECEIPTS

|  |                   |
|--|-------------------|
| From term bills of men in the College, Academy, and Conservatory ..... | \$983.75          |
| From other fees.....   | 225.00            |
| From rental .....  | 40.00             |
| From interest on endowment (\$5,000).....                              | 240.00            |
| Miscellaneous .....  | 4.16              |
| <b>Total .....</b>   | <b>\$1,492.91</b> |

### EXPENDITURES

|  |                   |
|--|-------------------|
| Teaching (Director's salary not included).....           | \$1,351.13        |
| Clerk hire .....   | 22.99             |
| Stationery and printing.....                             | 29.50             |
| Janitor and assistance.....                              | 474.63            |
| Custodian .....  | 84.05             |
| Fuel .....   | 457.22            |
| Lights .....   | 104.94            |
| Water .....  | 213.15            |
| Supplies and repairs.....                                | 272.27            |
| New apparatus.. .....                                    | 60.73             |
| Clearing back lots.....                                  | 73.63             |
| Special appropriation, for running track in gallery..... | 340.00            |
| Insurance .....  | 48.56             |
| Telephone .....  | 15.00             |
| <b>Total .....</b>                                       | <b>\$3,547.80</b> |

|   | Estimated       | Actual            |
|---|-----------------|-------------------|
| Expenditures, 1904-05 .....             | \$3,437.00      | \$3,547.80        |
| Income, 1904-05 .....                   | 1,375.00        | 1,492.91          |
| <b>Drawn from University funds.....</b> | <b>2,062.00</b> | <b>\$2,054.89</b> |

The men who made use of the Gymnasium in 1904-05 were distributed as follows:

| The College—                | No. in<br>College | No. using<br>Gymnasium | In credit<br>courses | In other<br>classes | Not taking<br>class work |
|-----------------------------|-------------------|------------------------|----------------------|---------------------|--------------------------|
| Graduates .....             | 12                | 9                      | 1                    | 5                   | 3                        |
| Seniors .....               | 54                | 39                     | 8                    | 2                   | 29                       |
| Juniors .....               | 55                | 52                     | 23                   | 3                   | 26                       |
| Sophomores .....            | 69                | 64                     | 28                   | 4                   | 32                       |
| Freshmen .....              | 85                | 80                     | 40                   | 17                  | 23                       |
| Specials .....              | 19                | 15                     | 7                    | ..                  | 8                        |
| <hr/>                       |                   |                        |                      |                     |                          |
| Total College.....          | 294               | 259                    | 107                  | 31                  | 121                      |
| The Theological Seminary..  | 51                | 25                     | ..                   | 15                  | 10                       |
| The Academy .....           | 214               | 196                    | 4                    | 154                 | 38                       |
| The Conservatory of Music.. | 77                | 50                     | 2                    | 40                  | 8                        |
| <hr/>                       |                   |                        |                      |                     |                          |
| Total, all departments..    | 636               | 530                    | 113                  | 240                 | 177                      |
| Members of Faculty.....     | ..                | 9                      | ..                   | 5                   | 4                        |
| High School .....           | ..                | 31                     | ..                   | 31                  | ..                       |
| Business College .....      | ..                | 21                     | ..                   | 21                  | ..                       |
| Citizens .....              | ..                | 10                     | ..                   | 10                  | ..                       |
| <hr/>                       |                   |                        |                      |                     |                          |
| Grand totals.....           | ..                | 601                    | 113                  | 307                 | 181                      |

These figures show that 83 1-3 per cent. of the men in all departments made use of the Gymnasium, and 88.7 per cent. of the undergraduates in the College department. The corresponding percentages for the year before were 82.8 and 91.8. One hundred and seven College undergraduates, or 37.9 per cent. of the whole number, were enrolled in the credit courses, instead of the 92 (34.2 per cent.) of the year before. Two hundred and six new students received physical examinations, and 56 old students were re-examined (the figures the year before were 206 and 39), besides the large number of candidates for the different varsity and Academy teams who were given partial examinations, in accordance with our practice, to determine their physical fitness to engage in intercollegiate or interscholastic contests.

The plan of work outlined on page 142 of the last Annual Report was continued without change. Mr. Edwin Fauver, besides teaching the two divisions of the elementary credit course at 8:30 and 2 o'clock, conducted the mixed class at 10:30 and took Mr. Tompkins's place at 3 o'clock. Mr.

R. P. Jameson, Tutor in Declamation, assisted Mr. Fauver with the large 2 o'clock section and took Mr. Tompkins's place at 4 o'clock. The work of Mr. E. F. Adams remained as before, and Mr. D. B. Reed's place at 7:30 in the evening was taken by Mr. W. C. Clancy, of the class of '97, the cashier of the State Savings Bank in Oberlin. This year the College loses the services of Mr. Fauver, Teacher in the Men's Gymnasium 1900-03 and Instructor in Physical Training 1903-05, and of Mr. Adams, Teacher in the Men's Gymnasium 1901-05. The former has entered upon a medical course in Columbia University, and the latter is pursuing post-graduate studies at Harvard University. Both have been on the staff of instruction ever since Warner Gymnasium was first opened for work. It is a pleasure to bear witness to their faithfulness and efficiency as teachers and their sterling qualities as men. Mr. Fauver's wide influence as head coach of varsity athletic teams has always been exerted on the side of clean athletics and true sportsmanship, and in this capacity, also, he has rendered the College an invaluable service. In the gymnasium their places are now filled by Mr. R. P. Jameson, the new Instructor in Physical Training, and Mr. Walter W. McKay, of the class of '05.

Mr. Fauver has submitted the following estimate of the number of men engaged in the chief forms of athletic sports during the year 1904-05:

|                               | Varsity<br>team | Academy<br>team | Class<br>teams | Un-<br>classified | Total |
|-------------------------------|-----------------|-----------------|----------------|-------------------|-------|
| Football (fall) .....         | 20              | 33              | 60             | 20                | 133   |
| Basket Ball (winter).....     | 10              | 10              | 60             | 20                | 100   |
| Baseball (spring) .....       | 22              | 20              | 48             | 20                | 110   |
| Track Athletics (spring)..... | ..              | ..              | ..             | ..                | 75    |
| Tennis (fall and spring)..... | ..              | ..              | ..             | ..                | 75    |

He believes that there was a perceptible gain in the attention given to training and regularity in practice, not only by members of the varsity teams, but by the men on class and "scrub" teams as well. This was especially true in the case of football, basket ball and track athletics. In football it was not unusual to see four or five teams at work on the same afternoon. No serious accident occurred during the season. Basket ball and baseball showed an increase in popularity, and the number of candidates for the track team was greater than ever before. As soon as the staff of instruction will permit and the necessary facilities for such exercises can be provided it is very desirable that the range of work done by the organized department of physical training be extended to include various forms of open-air sports, not with the idea of developing material!

for varsity teams, but in order that every man in the institution, without regard to his ability to gain a place on class, department, or varsity teams, may have a share in the valuable training furnished by athletics.

As a first step in the direction of an outdoor gymnasium the back lots lying west and north of Warner Gymnasium were cleared off during the summer and one of them, the lot in the rear of the building, has been graded and seeded down. It is hoped that the rest can be given similar treatment before long, and a good running track laid out, jumping ditches prepared, some simple apparatus erected, and the regular classes brought out here, when the weather is suitable, for running, jumping, throwing, and other exercises, and for a variety of active games. The increase in the number of men using the gymnasium, from 551 in 1903-04 to 601 last year, together with the opening of the Teachers' Course in Physical Training for men, in which thirteen students are already enrolled, have given added emphasis to our need of the addition originally planned at the north end of the gymnasium, and I must therefore repeat, with greater conviction of its importance than before, what was said on this subject on pages 143 and 144 of the last Annual Report. Every room in the completed building would be put to good use at once.

The time has come, too, when a second man, of higher rank than instructor, should be added to the permanent staff of instruction and management in this department. He should conduct the credit courses in practical physical training now offered to College students, organize and supervise the outdoor work mentioned above, oversee the management and training of the various athletic teams as a responsible officer of the College, but without any direct responsibility for the development of winning teams in intercollegiate contests, and share in the instruction given in the Teachers' Course in Physical Training. For such a position I suggest the title of Associate Professor of Physical Training and Director of Athletics, the incumbent to be promoted ultimately to a full professorship, when the appointment is made permanent.

Respectfully submitted,

FRED EUGENE LEONARD.

# Report of the Director of the Women's Gymnasium

## *To the President:*

SIR—The women in attendance at the Gymnasium were distributed as follows:

### The College

#### *First Semester, 1904-05*

|                  | Number<br>in College | In Credit<br>Courses | In Other<br>Courses |
|------------------|----------------------|----------------------|---------------------|
| Graduates .....  | 4                    | 0                    | 1                   |
| Seniors .....    | 56                   | 10                   | 0                   |
| Juniors .....    | 75                   | 24                   | 4                   |
| Sophomores ..... | 88                   | 30                   | 6                   |
| Freshmen .....   | 109                  | 46                   | 12                  |
| Specials .....   | 35                   | 7                    | 2                   |
| Total .....      | 367                  | 117                  | 25                  |

#### *Second Semester, 1905*

|                  |     |    |    |
|------------------|-----|----|----|
| Graduates .....  | 4   | 0  | 0  |
| Seniors .....    | 54  | 8  | 0  |
| Juniors .....    | 72  | 17 | 2  |
| Sophomores ..... | 89  | 24 | 3  |
| Freshmen .....   | 110 | 44 | 11 |
| Specials .....   | 29  | 2  | 2  |

|             |     |    |    |
|-------------|-----|----|----|
| Total ..... | 358 | 95 | 18 |
|-------------|-----|----|----|

|                            |     |     |
|----------------------------|-----|-----|
| The Academy .....          | 148 | 81  |
| The Conservatory .....     | 472 | 124 |
| Drawing and Painting ..... | 24  | 7   |
| Private Pupils .....       |     | 9   |

Number of women in College, 1,063. Number attending Gymnasium, 365.

Physical examinations were given to 255 new students and over a hundred second examinations were made.

It has been the policy of the Director to get along with the inconvenience of the present small building rather than to ask to have it enlarged



and so put off even by a year the much needed new building, but the increase of students in the Teachers' Course from 1 to 48 in four years makes more room imperative. Provision should be made for the 700 young women for whom there is no room in the present building, but an opportunity to do their work must be given to the young women whom we have allowed to enter the Teachers' Course. Take as an example the room 10 ft. by 15 ft., in which medical gymnastics is taught. There are 11 Seniors in the course this year. Add to this number the 12 who come for exercise, then allow space for the necessary apparatus, and the inadequacy of the room is evident. There are similar inconveniences in other rooms.

In planning for more space, the most economical way seems to be to add another story to the present building. It has been estimated that this could be done for \$3500.00. Some of the advantages to be gained are as follows: The present exercise room is 29½ ft. by 42 ft. with a row of posts through the center. The ceiling is entirely too low for suspended apparatus, such as climbing ropes, traveling rings, and the like. In the new plan the main exercise room would be on the third floor. It could be 30 ft. by 70 ft. with no posts. The side walls should be 13¼ ft. and the roof half pitch, which would give the necessary height for the suspended apparatus. The remainder of this story would be divided between a resting room and the Instructor's office.

In such an exercise room the work given to the classes we now have, could be greatly improved and larger classes could be accommodated. It would give space for new apparatus. The students in the Teachers' Course ought to be familiar with the apparatus ordinarily found in gymnasia. With money enough for such apparatus, it has not been bought because there has been no place to put it. Such a room would give space for indoor sports. In the one we are using, there is no opportunity for indoor basket ball and similar games. The parties which the women now hold in the Men's Gymnasium could also be held here. This plan is not objectionable on account of the stairs. The students go up and down but one flight at a time, as they always stop at the dressing rooms, which are on the second floor.

The two rooms on the second floor now used for the Teachers' Course could be made into locker rooms. This space would accommodate 75 more students. This would leave, however, over 600 women unprovided for, part of whom would undoubtedly take gymnastics if they had the opportunity. The old exercise room on the first floor would be still used for individual work, and would give adequate space for medical gymnastics.

As soon as funds are secured for a new gymnasium, the present building can at once be converted into a dormitory for women either separately or in connection with Talcott or Baldwin.

I trust that this proposition will receive your serious consideration.

During the summer, Miss Wickwire acted as supervisor and taught in the Pittsburgh Recreation Parks and Vacation Schools.

In March the director attended the American Physical Educational Association and the Society for Research in Physical Education, in New York; in April, the National Meeting of the Young Women's Christian Association held in Detroit; and in July, the orthopedic clinic of Dr. Ritchl in Freiburg, and Dr. Schulthess in Zurich.

The health of the young women during the past year was unusually good.

#### THE GYMNASIUM AND FIELD ASSOCIATION.

At the close of the year the Association had 285 members, an increase of 93 over the previous year. There is a steadily growing interest in the events of the year. One hundred women were given permission to play basket ball and the usual matched games between the classes were played off in the spring. About the same number used the Association tennis courts and a fair proportion of these played in the tennis tournament. Skating grows more popular each year. The figure skating contest inaugurated by the Association has done much towards making independent skaters of the young women. In the last contest a silver cup was given to the winner. There is quite a demand for instructors in horseback riding. The Association hopes soon to arrange for such instruction.

#### TEACHERS' COURSE IN PHYSICAL TRAINING (FOR WOMEN.)

The receipts and expenditures of the Teachers' Course in Physical Training were as follows:

##### *Receipts*

|                                 |          |
|---------------------------------|----------|
| From term bills of Seniors..... | \$525.00 |
| Anatomy fees .....              | 36.00    |
| Total receipts.....             | \$561.00 |

##### *Expenditures*

|                            |          |
|----------------------------|----------|
| Teaching .....             | \$226.75 |
| Books and periodicals..... | 76.99    |
| Apparatus .....            | 176.27   |

## REPORTS OF OFFICERS

|   |       |
|---|-------|
| Printing, postage, and express.....   | 14.89 |
| Music .....   | 8.30  |
| Clerical work .....   | 23.00 |
| Repairs and furnishing.....   | 47.53 |
| Director—Traveling expenses to National Meeting of Physical Education Association.... | 46.00 |
| Sundries .....  | 5.70  |
|   | <hr/> |

Total expenditures ..... \$645.43

The deficit of \$84.43 was made good from the surplus of the year before.

The number of students in this course was distributed as follows:

|                  |       |
|------------------|-------|
| Seniors .....    | 7     |
| Juniors .....    | 10    |
| Sophomores ..... | 14    |
| Freshmen .....   | 17    |
|                  | <hr/> |
| Total .....      | 48    |

Miss Fowler has been successful in her first year of work as supervisor of the Juniors' teaching in the public schools. There are more grades that want gymnastics than we have teachers to send. The course in the Theory of Play and Games has been made a two- instead of a one-hour course. In addition to the eighteen lessons given by Mr. Fauver on Out Door Sports, nine were given by Miss Clara May on Kindergarten Games, and nine by Miss Wickwire on Gymnastic Games. The exhibit sent to the St. Louis Fair was awarded a diploma and a silver medal.

Respectfully submitted,

DELPHINE HANNA.

# Report of the Superintendent of Buildings and Grounds

## *To the President:*

SIR—A disastrous fire, from an unknown cause, occurring January 31st, 1905, did great damage to the interior of Baldwin Cottage. The students occupying the building were taken care of for the remainder of the term at the Park Hotel. Repairs were begun as soon as the insurance could be adjusted and the building was ready for occupancy at the beginning of the spring term. The insurance on the building and contents was \$2766.09. Repairs of all kinds cost \$3105.92; but this included the renewal and addition of many parts not damaged by the fire so that the fire loss was fully covered by the insurance and the cost of repairs for several years to come will be much reduced.

A very important work, completed this summer under the supervision of Mr. Andrew Auten, was that done on the trees on the Campus and other College grounds. Sixty-five trees of various sizes were removed and on all of the remaining trees dead and interfering branches were cut out, bad wounds were treated and in some cases trees were cut back to enhance the effect of the grouping. The cost of this work was \$967.42. As part of the improvement of the Campus the walks formerly leading to the old chapel have been re-arranged and several new walks made. Another work looking toward the improvement of the College grounds was the removal of the wooden buildings at the rear of Peters Hall, and of the old orchard and board fence northwest of Warner Gymnasium. Part of this ground has been graded and seeded to make a training field in connection with the gymnasium work; the remainder of the lot will be similarly treated next year. As soon as earth from the excavation of the Chapel is available the grounds back of Peters Hall will be graded and seeded and paths laid out leading to the Chapel.

Along the same line is the work now in progress at the Arboretum. This property has been too long neglected so that large portions of the grove have become overgrown with brambles and underbrush and several dead trees are a menace to neighboring trees. These are being removed and new paths and roadways made into heretofore little used parts of the grove. This beautiful grove is being increasingly used by the students

and in order to insure the permanent removal of the undergrowth an annual appropriation of about \$50.00 should be made for the next two or three years.

In anticipation of the commencement of work on the new Chapel this summer the Finney House was sold and torn down.

A gift from a member of the Board of Trustees made possible the painting of the walls and woodwork of the dining room of the hotel. Sturges Hall has also been re-decorated throughout with the exception of the audience room which was re-tinted last year; kitchen plumbing has been placed in one of the smaller rooms of the second story for the use of the literary societies who paid the greater part of the cost of these improvements.

At Council Hall all of the recitation rooms and halls and many of the students' rooms were redecorated. A stone walk leading from the front door to the southeast and southwest corners of the lot was laid and the front lawn regraded.

The seating capacity of the reading room of Spear Library is wholly inadequate to the demand and the situation will not be relieved until the new building is built. However, by re-arranging the old and furnishing several new tables, places were provided for twenty-five more students.

The Central Heating Plant, taken out of the hands of a receiver by a recently organized company, gave satisfactory service most of the time last winter and, because of more favorable terms to the College in the new contract, the service should be wholly satisfactory in the future. The cost of heating the ten buildings connected with it for the last winter on the meter basis was \$7,489.99, which was \$770.41 more than the cost the previous year by the flat rate. This additional cost is partly to be accounted for by the fact that more radiation was installed in three of the buildings and because of the unprecedentedly cold weather in February.

A long step forward has been taken this year in the improvement of the College grounds. The architectural effect of some of our most important buildings, however, is greatly marred by the close proximity of old barns and sheds not belonging to the College. Cannot an arrangement be made with the owners for their removal?

Respectfully submitted,

C. P. DOOLITTLE.

# Statistics of Instruction and Attendance

Year of 1904-05

The schedule numbers in the following tables refer to the courses as described in the catalogue for 1903-04.

In science courses the hours of instruction spent by the teacher in laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular recitation.

## I. THE COLLEGE

| INSTRUCTOR AND COURSE                    | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| Anatomy                                  |          |                               |     |       |
| Professor LEONARD.                       |          |                               |     |       |
| Human Anatomy (credit: 3 hours).....     | I        | L 1<br>R 1                    | 1   | 10    |
| Astronomy                                |          |                               |     |       |
| Professor ST. JOHN.                      |          |                               |     |       |
| 1. General Astronomy (credit: 3 hours).. | I        | L 2<br>R 2                    | 14  | 7     |
| 2. General Astronomy (credit: 3 hours).. | II       | L 2<br>R 3                    | 11  | 6     |
| Assistant BURR.                          |          |                               |     |       |
| Bible                                    |          |                               |     |       |
| Associate Professor FITCH.               |          |                               |     |       |
| 5. Freshman Bible .....                  | I        | 2                             | 92  | 138   |
| 8. Old Testament Wisdom.....             | II       | 2                             | 7   | 41    |
| President KING and Professor BOSWORTH.   |          |                               |     |       |
| 9. Senior Bible .....                    | I        | 2                             | 58  | 58    |
| 10. Senior Bible .....                   | II       | 2                             | 53  | 55    |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                                  | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Bibliography</b>                                    |          |                               |     |       |
| <b>Professor ROOT.</b>                                 |          |                               |     |       |
| 2. Use of Libraries.....                               | II       | 2                             | 6   | 14    |
| 3. History of the Printed Book.....                    | I        | 2                             | 1   | 15    |
| 4. Illustration of Books.....                          | II       | 2                             | 2   | 7     |
| <b>Botany</b>  |          |                               |     |       |
| <b>Professor GROVER.</b>                               |          |                               |     |       |
| 1. Elementary Botany (credit: 4 hours)..               | I        | L 8<br>R 2                    | 10  | 11    |
| 2. Elementary Botany (credit: 4 hours)..               | II       | R 2                           | 10  | 8     |
| 3. Organic Evolution .....                             | I        | L 11<br>R 3                   | 1   | 5     |
| 4. General Ecology (credit: 4 hours)....               | II       | L 11<br>R 2                   | 4   | 19    |
| 6. Dendrology (credit: 2 hours).....                   | II       | R 9<br>R 2                    | 17  | 23    |
| 7. Class. of Flowering Plants.....                     | I        | L 6                           | 1   | 5     |
| 8. Class. of Flowering Plants.....                     | II       | L 2                           | 1   | 2     |
| 9. Class. of Algæ .....                                | I        | L 3                           | 1   | 1     |
| 10. Class. of Algæ .....                               | II       | L 3                           | 1   | 1     |
| <b>Assistant, Miss STOKEY.</b>                         |          |                               |     |       |
| <b>Assistant SACKETT.</b>                              |          |                               |     |       |
| <b>Chemistry</b>                                       |          |                               |     |       |
| <b>Professor JEWETT.</b>                               |          |                               |     |       |
| 1. Inorganic Chemistry (2 sec.).....                   | I        | L 72<br>R 6                   | 77  | 84    |
| (Credit: 5 hours.)                                     |          |                               |     |       |
| 4. Organic Chemistry (credit: 5 hours)..               | II       | L 10<br>R 3                   | 17  | 4     |
| 6. Quantitative Analysis (credit: 5 hours)             | II       | L 10                          | 10  | 0     |
| 7. Assaying (credit: 1 hour).....                      | I        | L 3                           | 7   | 0     |
| <b>Instructor TAYLOR and Assistant CHAPIN.</b>         |          |                               |     |       |
| 2. Qualitative Analysis (credit: 5 hours)              | II       | L 45<br>R 2                   | 48  | 27    |
| <b>Instructor TAYLOR.</b>                              |          |                               |     |       |
| 3. Quantitative Analysis (credit: 5 hours)             | I        | L 20                          | 17  | 2     |
| 7. Quantitative Analysis, adv. (credit: 5 hours) ..... | I        | L 5                           | 6   | 0     |

# STATISTICS OF INSTRUCTION AND ATTENDANCE 191

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                      | Semester | Teaching<br>Hours<br>Per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Chemistry (Continued)</b>               |          |                               |     |       |
| 5. Electro-Chemistry (credit: 3 hours).... | I        | L 5<br>R 1                    | 4   | 1     |
| 6. Electro-Chemistry (credit: 3 hours).... | II       | L 5                           | 3   | 1     |
| <b>Christian Evidences</b>                 |          |                               |     |       |
| <b>Professor G. F. WRIGHT.</b>             |          |                               |     |       |
| Logic of Christian Evidences.....          | II       | 3                             | 5   | 3     |
| <b>Classical Archaeology</b>               |          |                               |     |       |
| <b>Professor MARTIN.</b>                   |          |                               |     |       |
| 5. History of Greek Sculpture.....         | I        | 2                             | 11  | 17    |
| 6. History of Greek Sculpture.....         | II       | 2                             | 6   | 23    |
| 7. Explanation of Selected Monuments....   | I        | 1                             | 11  | 20    |
| 8. Explanation of Selected Monuments....   | II       | 1                             | 6   | 23    |
| <b>Economics and Sociology</b>             |          |                               |     |       |
| <b>Professor BOGART.</b>                   |          |                               |     |       |
| 1. Economic History of U. S.....           | I        | 2                             | 44  | 30    |
| 2. Political Economy .....                 | II       | 5                             | 65  | 16    |
| 3. Money and Banking.....                  | I        | 3                             | 19  | 0     |
| 6. Transportation and Tariff.....          | II       | 3                             | 27  | 5     |
| 7. Public Finance .....                    | I        | 3                             | 17  | 0     |
| 12. Charities .....                        | II       | 2                             | 23  | 25    |
| 15. Economic Seminar .....                 | I        | 2                             | 8   | 0     |
| 16. Economic Seminar .....                 | II       | 2                             | 8   | 0     |
| <b>English Composition</b>                 |          |                               |     |       |
| <b>Instructor SMITH</b>                    |          |                               |     |       |
| 1. Freshman Composition (5 sec.).....      | I        | 10                            | 79  | 129   |
| 2. Freshman Composition (5 sec.).....      | II       | 10                            | 82  | 126   |
| <b>Instructor BATES.</b>                   |          |                               |     |       |
| 3. Sophomore Composition (3 sec.).....     | I        | 6                             | 78  | 100   |
| 4. Sophomore Composition (3 sec.).....     | II       | 6                             | 77  | 93    |
| 5. Advanced Composition .....              | I        | 1                             | 14  | 22    |
| 6. Journalistic Writing .....              | II       | 1                             | 15  | 13    |
| 8. Advanced Rhetoric .....                 | II       | 1                             | 6   | 14    |



## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                    | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>English Literature</b>                |          |                               |     |       |
| <b>Instructor BATES.</b>                 |          |                               |     |       |
| 1. History of English Literature.....    | I        | 2                             | 11  | 47    |
| 2. History of English Literature.....    | II       | 2                             | 15  | 59    |
| 20. American Literature .....            | II       | 2                             | 10  | 43    |
| <b>Instructor SMITH.</b>                 |          |                               |     |       |
| 1. History of English Literature.....    | I        | 2                             | 27  | 38    |
| 2. History of English Literature.....    | II       | 2                             | 21  | 39    |
| <b>Professor WAGER.</b>                  |          |                               |     |       |
| 3. Old English Literature.....           | I        | 3                             | 3   | 14    |
| 4. Old English Literature.....           | II       | 3                             | 4   | 11    |
| 7. Theory of Poetry.....                 | I        | 2                             | 6   | 12    |
| 8. Theory of Poetry.....                 | II       | 2                             | 4   | 10    |
| 9. Shakespeare .....                     | I        | 3                             | 35  | 65    |
| 10. Shakespeare .....                    | II       | 3                             | 17  | 48    |
| 13. Victorian Prose .....                | I        | 3                             | 16  | 30    |
| 14. Victorian Poetry .....               | II       | 3                             | 23  | 46    |
| 21. Old and Middle English.....          | I        | 1                             | 0   | 6     |
| 22. Old and Middle English.....          | II       | 1                             | 0   | 5     |
| <b>French</b>                            |          |                               |     |       |
| <b>Professor WIGHTMAN.</b>               |          |                               |     |       |
| 1. Beginning .....                       | I        | 4                             | 13  | 19    |
| 2. Beginning .....                       | II       | 4                             | 9   | 14    |
| 3. Grammar and Reading.....              | I        | 3                             | 7   | 12    |
| 4. Grammar and Reading.....              | II       | 3                             | 9   | 15    |
| 9. Prose 19th Century.....               | I        | 3                             | 3   | 9     |
| 10. Prose 19th Century.....              | II       | 3                             | 3   | 9     |
| 19. History of French Literature.....    | I        | 2                             | 2   | 1     |
| 20. History of French Literature.....    | II       | 2                             | 3   | 1     |
| <b>Associate Professor COWDERY.</b>      |          |                               |     |       |
| 1. Beginning (2 sec.).....               | I        | 8                             | 29  | 33    |
| 2. Beginning (2 sec.).....               | II       | 8                             | 25  | 42    |
| 3. Grammar and Reading.....              | I        | 3                             | 8   | 27    |
| 4. Grammar and Reading.....              | II       | 3                             | 6   | 25    |
| 5. Composition .....                     | I        | 2                             | 6   | 21    |
| 6. Composition .....                     | II       | 1                             | 4   | 20    |
| 7. Conversation .....                    | I        | 2                             | 2   | 19    |
| 8. Conversation .....                    | II       | 2                             | 2   | 13    |
| 15. Poetry of 17th and 18th Century..... | I        | 2                             | 1   | 4     |
| 16. Poetry of 19th Century.....          | II       | 2                             | 3   | 5     |

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                      | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>French (Continued)</b>                  |          |                               |     |       |
| 17. Adv. Grammar and Composition.....      | I        | 1                             | 3   | 7     |
| 18. Adv. Grammar and Composition.....      | II       | 1                             | 4   | 8     |
| <b>Geology</b>                             |          |                               |     |       |
| <b>Professor A. A. WRIGHT.</b>             |          |                               |     |       |
| 1. General Geology (credit: 5 hours)....   | I        | L 1<br>R 5                    | 7   | 10    |
| <b>Associate Professor JONES.</b>          |          |                               |     |       |
| 2. Physiographic Geology (credit: 3 hours) | II       | L 4<br>R 3                    | 5   | 0     |
| <b>Assistant BAIRD.</b>                    |          |                               |     |       |
| 4. Paleontology (credit: 2 hours).....     | II       | 2                             | 3   | 1     |
| <b>Professor G. F. WRIGHT.</b>             |          |                               |     |       |
| 6. Quaternary Geology (credit: 3 hours).   | II       | 3                             | 15  | 3     |
| <b>German</b>                              |          |                               |     |       |
| <b>Professor ABBOTT.</b>                   |          |                               |     |       |
| 1. Elementary .....                        | I        | 4                             | 8   | 12    |
| 2. Elementary .....                        | II       | 4                             | 5   | 12    |
| 5. Third year (2 sec.).....                | I        | 8                             | 16  | 39    |
| 6. Third year (2 sec.).....                | II       | 8                             | 23  | 23    |
| 9. Rapid Reading .....                     | I        | 2                             | 11  | 8     |
| 10. Rapid Reading .....                    | II       | 2                             | 8   | 7     |
| <b>Teacher, Miss TENNEY.</b>               |          |                               |     |       |
| 1. Elementary .....                        | I        | 4                             | 9   | 11    |
| 2. Elementary .....                        | II       | 4                             | 11  | 11    |
| <b>Tutor, Mrs. SWING.</b>                  |          |                               |     |       |
| 3. Second year (2 sec.).....               | I        | 8                             | 17  | 35    |
| 4. Second year (2 sec.).....               | II       | 8                             | 9   | 45    |
| <b>Instructor MOSHER.</b>                  |          |                               |     |       |
| 3. Second year (2 sec.).....               | I        | 8                             | 20  | 33    |
| 3. Second year (2 sec.).....               | II       | 8                             | 13  | 32    |
| 11. Lessing .....                          | I        | 3                             | 2   | 7     |
| 12. Lessing .....                          | II       | 3                             | 2   | 6     |
| 15. History of German Literature.....      | I        | 3                             | 0   | 9     |
| 16. History of German Literature.....      | II       | 3                             | 0   | 8     |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                |    | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--------------------------------------|----|----------|-------------------------------|-----|-------|
| Greek                                |    |          |                               |     |       |
| Instructor LORD.                     |    |          |                               |     |       |
| 1. Beginning (credit: 5 hours).....  | I  | 4        | 9                             | 12  |       |
| 2. Beginning (credit: 5 hours).....  | II | 4        | 6                             | 12  |       |
| 20. Prose Composition .....          | II | 1        | 0                             | 2   |       |
| Professor MARTIN.                    |    |          |                               |     |       |
| 3. Freshman Greek .....              | I  | 4        | 16                            | 15  |       |
| 4. Freshman Greek .....              | II | 4        | 11                            | 14  |       |
| 11. Herodotus .....                  | I  | 2        | 1                             | 5   |       |
| 12. Herodotus .....                  | II | 2        | 1                             | 4   |       |
| 13. History of Greek Literature..... | I  | 3        | 4                             | 5   |       |
| 14. History of Greek Literature..... | II | 3        | 4                             | 6   |       |
| History                              |    |          |                               |     |       |
| Professor JOHNSTON.                  |    |          |                               |     |       |
| 1. History of Spain.....             | I  | 2        | 19                            | 35  |       |
| 2. History of Italy.....             | II | 2        | 30                            | 76  |       |
| 3. Mediæval History .....            | I  | 5        | 15                            | 30  |       |
| 4. History of Civilization.....      | II | 5        | 9                             | 14  |       |
| 5. History of Painting.....          | I  | 3        | 8                             | 19  |       |
| 6. History of Architecture.....      | II | 2        | 8                             | 16  |       |
| Professor MILLER.                    |    |          |                               |     |       |
| 9. History of Rome.....              | I  | 2        | 7                             | 9   |       |
| 10. History of Rome.....             | II | 2        | 8                             | 8   |       |
| Professor HALL.                      |    |          |                               |     |       |
| 11. Outline, English History.....    | I  | 3        | 8                             | 13  |       |
| 12. Outline, English History.....    | II | 3        | 9                             | 19  |       |
| 13. Outline, American History.....   | I  | 3        | 17                            | 14  |       |
| 14. Outline, American History.....   | II | 3        | 28                            | 22  |       |
| 19. English Institutions .....       | I  | 2        | 12                            | 0   |       |
| 20. English Institutions .....       | II | 2        | 15                            | 0   |       |
| 21. Current Events .....             | I  | 2        | 6                             | 3   |       |
| 22. Current Events .....             | II | 2        | 7                             | 3   |       |
| Latin                                |    |          |                               |     |       |
| Professor COLE.                      |    |          |                               |     |       |
| 1. Freshman Latin (1 sec.).....      | I  | 4        | 17                            | 12  |       |
| 2. Freshman Latin (1 sec.).....      | II | 4        | 14                            | 13  |       |
| 5. Vergil .....                      | I  | 3        | 2                             | 27  |       |
| 6. Catullus .....                    | II | 3        | 0                             | 24  |       |
| 9. Latin Writing .....               | I  | 1        | 0                             | 18  |       |

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--------------------------------------|----------|-------------------------------|-----|-------|
| <b>Latin (Continued)</b>             |          |                               |     |       |
| 10. Latin Writing .....              | II       | 1                             | 0   | 17    |
| 13. Terence .....                    | I        | 2                             | 6   | 17    |
| 14. Pliny .....                      | II       | 2                             | 7   | 18    |
| 21. Teachers' Course .....           | I        | 2                             | 0   | 23    |
| 22. Teachers' Course .....           | II       | 2                             | 0   | 23    |
| <b>Instructor LORD.</b>              |          |                               |     |       |
| 1. Freshman Latin (3 sec.) .....     | I        | 12                            | 23  | 45    |
| 2. Freshman Latin (3 sec.) .....     | II       | 12                            | 24  | 43    |
| <b>Mathematics</b>                   |          |                               |     |       |
| <b>Professor ANDEREGG.</b>           |          |                               |     |       |
| 1. Freshman Math. (1 sec.) .....     | I        | 3                             | 16  | 11    |
| 2. Freshman Math. (1 sec.) .....     | II       | 3                             | 14  | 17    |
| 9. Advanced Analytics .....          | I        | 3                             | 14  | 6     |
| 10. Advanced Analytics .....         | II       | 2                             | 12  | 6     |
| 11. Calculus .....                   | I        | 3                             | 20  | 3     |
| 12. Calculus .....                   | II       | 3                             | 16  | 3     |
| 17. Analytic Mechanics .....         | I        | 3                             | 10  | 2     |
| 18. Analytic Mechanics .....         | II       | 3                             | 8   | 2     |
| 19. Spherical Harmonics .....        | I        | 3                             | 2   | 0     |
| 20. Spherical Harmonics .....        | II       | 3                             | 2   | 0     |
| <b>Associate Professor CAIRNS.</b>   |          |                               |     |       |
| 1. Freshman Math. (2 sec.) .....     | I        | 6                             | 31  | 31    |
| 2. Freshman Math. (2 sec.) .....     | II       | 6                             | 26  | 38    |
| 3. Surveying (credit: 2 hours) ..... | II       | L 6                           | 26  | 0     |
| 4. Surveying (credit: 2 hours) ..... | II       | L 6                           | 21  | 0     |
| 7. College Algebra .....             | I        | 3                             | 9   | 12    |
| 8. College Algebra .....             | II       | 3                             | 7   | 3     |
| <b>Instructor LUCKEY.</b>            |          |                               |     |       |
| 1. Freshman Math. (3 sec.) .....     | I        | 9                             | 31  | 51    |
| 2. Freshman Math. (3 sec.) .....     | II       | 9                             | 38  | 45    |
| <b>Tutor HILL.</b>                   |          |                               |     |       |
| 1. Freshman Math. (1 sec.) .....     | I        | 3                             | 10  | 16    |
| 2. Freshman Math. (1 sec.) .....     | II       | 3                             | 5   | 6     |
| <b>Mineralogy</b>                    |          |                               |     |       |
| <b>Professor JEWETT.</b>             |          |                               |     |       |
| Mineralogy (credit: 5 hours) .....   | II       | L 5<br>R 3                    | 9   | 3     |

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## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                                 | Semester | Teaching<br>Hours<br>per week | Men | Women |
|---|----------|-------------------------------|-----|-------|
| <b>Music</b>  |          |                               |     |       |
| <b>Professor DICKINSON.</b>                           |          |                               |     |       |
| 2. History of Music.....                              | II       | 4                             | 1   | 7     |
| 3. History of Music.....                              | I        | 4                             | 1   | 10    |
| <b>Oratory</b>  |          |                               |     |       |
| <b>Professor CASKEY.</b>                              |          |                               |     |       |
| 1. Oratory (2 sec.).....                              | I        | 6                             | 32  | 11    |
| 2. Oratory (2 sec.).....                              | II       | 6                             | 27  | 2     |
| 3. Argumentation and Debate.....                      | I        | 2                             | 4   | 0     |
| 3. Argumentation and Debate.....                      | II       | 2                             | 17  | 0     |
| 6. Dramatic Reading .....                             | II       | 2                             | 4   | 13    |
| <b>Pedagogy</b>                                       |          |                               |     |       |
| <b>Professor MILLER.</b>                              |          |                               |     |       |
| 1. History of Education.....                          | I        | 3                             | 5   | 11    |
| 2. Theory of Education .....                          | II       | 3                             | 4   | 20    |
| 3. Comparative School Systems.....                    | I        | 2                             | 1   | 6     |
| 4. Administration of Schools.....                     | II       | 2                             | 2   | 9     |
| <b>Philosophy</b>                                     |          |                               |     |       |
| <b>Professor MACLENNAN.</b>                           |          |                               |     |       |
| 1. Psychology .....                                   | I        | 3                             | 54  | 72    |
| 2. Ethics .....                                       | II       | 2                             | 33  | 44    |
| 3. Experimental Psychology (credit: 2<br>hours) ..... | I        | L 4                           | 3   | 3     |
| 4. Experimental Psychology (credit: 2<br>hours) ..... | II       | L 4                           | 2   | 3     |
| 5. Logic .....  | I        | 2                             | 12  | 6     |
| 6. Introduction to Philosophy.....                    | II       | 3                             | 26  | 49    |
| 11. History of Philosophy.....                        | I        | 3                             | 6   | 9     |
| 12. History of Philosophy.....                        | II       | 3                             | 5   | 7     |
| 13. Metaphysics .....                                 | I        | 2                             | 1   | 2     |
| 14. Metaphysics.....                                  | II       | 2                             | 1   | 3     |
| <b>President KING.</b>                                |          |                               |     |       |
| 9. Microcosmus .....                                  | I        | 5                             | 27  | 13    |
| 10. Microcosmus .....                                 | II       | 5                             | 20  | 11    |
| <b>Associate Professor FITCH.</b>                     |          |                               |     |       |
| 8. History of Aesthetics.....                         | II       | 2                             | 0   | 6     |

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                                 | Semester | Teaching Hours per week | Men | Women |
|---|----------|-------------------------|-----|-------|
| <b>Physical Training</b>                              |          |                         |     |       |
| <b>Professor HANNA and Instructor Miss WICKWIRE.</b>  |          |                         |     |       |
| 1. Elementary (women) (3 sec.).....                   | I        | L 9                     | 0   | 84    |
| 2. Elementary (women) (2 sec.).....                   | II       | L 6                     | 0   | 47    |
| 3. Advanced (women) (1 sec.).....                     | I        | L 3                     | 0   | 33    |
| 4. Advanced (women) (2 sec.).....                     | II       | L 6                     | 0   | 46    |
| <b>Instructor FAUVER.</b>                             |          |                         |     |       |
| 1. Elementary (men) (2 sec.).....                     | I        | L 6                     | 85  | 0     |
| 2. Elementary (men) (2 sec.).....                     | II       | L 6                     | 66  | 0     |
| <b>Professor LEONARD.</b>                             |          |                         |     |       |
| 3. Advanced (men) .....                               | I        | L 3                     | 24  | 0     |
| 4. Advanced (men) .....                               | II       | L 3                     | 18  | 0     |
| <b>Physics</b>  |          |                         |     |       |
| <b>Professor ST. JOHN.</b>                            |          |                         |     |       |
| 1. Mechanics, Sound, and Heat (credit: 5 hours) ..... | I        | L 18<br>R 3             | 28  | 11    |
| 2. Mechanics, Sound, Heat (credit: 4 hours) .....     | II       | L 18<br>R 3             | 27  | 8     |
| 3. Electricity and Magnetism (credit: 4 hours) .....  | I        | L 12<br>R 2             | 6   | 1     |
| 4. Electricity and Magnetism (credit: 4 hours) .....  | II       | L 6<br>R 2              | 6   | 1     |
| 5. Light and Heat (credit: 4 hours)....               | I        | L 12<br>R 2             | 7   | 0     |
| 6. Light and Heat (credit: 4 hours).....              | II       | L 6<br>R 2              | 6   | 0     |
| 7. Special Laboratory Course.....                     | I        | L 4                     | 2   | 0     |
| <b>Assistant BURR, Assistant LUCKEY.</b>              |          |                         |     |       |
| <b>Physiology</b>                                     |          |                         |     |       |
| <b>Professor LEONARD.</b>                             |          |                         |     |       |
| Physiology and Hygiene.....                           | II       | 5                       | 11  | 30    |
| <b>Political Science</b>                              |          |                         |     |       |
| <b>Professor HALL.</b>                                |          |                         |     |       |
| 1. Government in the United States.....               | I        | 2                       | 9   | 3     |
| 2. Government in the United States.....               | II       | 2                       | 10  | 2     |
| 3. Government in England.....                         | I        | 3                       | 7   | 2     |
| 4. Government in England.....                         | II       | 3                       | 5   | 2     |
| <b>Professor BOGART.</b>                              |          |                         |     |       |
| 5. Comparative Politics .....                         | I        | 2                       | 39  | 7     |

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## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                            | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Spanish</b>                                   |          |                               |     |       |
| Professor WIGHTMAN.                              |          |                               |     |       |
| 1. Spanish, Beginning .....                      | I        | 4                             | 7   | 11    |
| 2. Spanish, Beginning .....                      | II       | 4                             | 3   | 5     |
| <b>Teachers' Course in Physical Training</b>     |          |                               |     |       |
| Professor LEONARD.                               |          |                               |     |       |
| Theory of Physical Training.....                 | I        | 3                             | 4   | 12    |
| Hist. and Lit. of Ph. Tr.....                    | I        | 2                             | 0   | 7     |
| Hist. and Lit. of Ph. Tr.....                    | II       | 2                             | 0   | 7     |
| Professor HANNA.                                 |          |                               |     |       |
| Applied Anatomy .....                            | I        | 1                             | 0   | 7     |
| Physical Exam. and Diag.....                     | I        | 2                             | 0   | 7     |
| Medical Gymnastics (1).....                      | II       | 2                             | 0   | 9     |
| Medical Gymnastics (2).....                      | II       | 3                             | 0   | 7     |
| Instructor Dr. RUNYON.                           |          |                               |     |       |
| Emergencies .....                                | I        | 1                             | 0   | 7     |
| Anatomy (2) .....                                | I        | 1                             | 0   | 10    |
| Instructors FAUVER, Miss WICKWIRE, and Miss MAY. |          |                               |     |       |
| Theory of Play and Games.....                    | II       | 2                             | 0   | 27    |
| <b>Zoology</b>                                   |          |                               |     |       |
| Professor A. A. WRIGHT, Associate Professor      |          |                               |     |       |
| L. JONES, and Assistant BAIRD.                   |          |                               |     |       |
| 1. Elementary (credit: 4 hours).....             | I        | L 14<br>R 3                   | 23  | 36    |
| 2. Elementary (credit: 4 hours).....             | II       | L 12<br>R 3                   | 21  | 31    |
| Assistant BAIRD.                                 |          | L 8                           |     |       |
| 6. Ornithology (credit: 2 hours).....            | II       | R 2                           | 15  | 37    |

## II. THE THEOLOGICAL SEMINARY

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--------------------------------------|----------|-------------------------------|-----|-------|
| <b>Old Testament</b>                 |          |                               |     |       |
| Professor FULLERTON.                 |          |                               |     |       |
| Special Intro. to Old Testament..... | I        | 3                             | 21  | ..    |
| Hebrew a .....                       | I        | 5                             | 8   | ..    |
| “ a .....                            | II       | 5                             | 6   | ..    |
| “ b .....                            | I        | 2                             | 6   | ..    |
| “ b .....                            | II       | 2                             | 6   | ..    |
| History of Israel.....               | II       | 33                            | 21  | ..    |
| Elements of Hebrew.....              | I        | 5                             | 1   | ..    |
| Elements of Hebrew.....              | II       | 5                             | 1   | ..    |
| <b>New Testament</b>                 |          |                               |     |       |
| Professor BOSWORTH.                  |          |                               |     |       |
| Special Introduction I.....          | I        | 3                             | 26  | ..    |
| New Testament a.....                 | I        | 5                             | 18  | ..    |
| “ “ a .....                          | II       | 5                             | 18  | ..    |
| “ “ d .....                          | I        | 2                             | 21  | ..    |
| “ “ e .....                          | II       | 2                             | 22  | ..    |
| Teachings of Jesus.....              | II       | 3                             | 28  | ..    |
| <b>Theology</b>                      |          |                               |     |       |
| President KING.                      |          |                               |     |       |
| Systematic .....                     | I        | 5                             | 14  | ..    |
| Systematic .....                     | II       | 5                             | 14  | ..    |
| <b>Church History</b>                |          |                               |     |       |
| Professor SWING.                     |          |                               |     |       |
| General Hist. of Church.....         | I        | 3                             | 14  | ..    |
| General Hist. of Church.....         | II       | 3                             | 15  | ..    |
| History of Dogma.....                | I        | 3                             | 12  | ..    |
| History of Dogma.....                | II       | 3                             | 14  | ..    |
| Early Christian Literature.....      | I        | 1                             | 4   | ..    |
| Early Christian Literature.....      | II       | 1                             | 4   | ..    |
| Modern German Theology.....          | I        | 2                             | 4   | ..    |
| Theology in America.....             | II       | 2                             | 6   | ..    |
| Hist. of Religious Toleration.....   | I        | 3                             | 9   | ..    |
| American Church .....                | II       | 3                             | 13  | ..    |



| INSTRUCTOR AND COURSE                    | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Harmony of Science and Revelation</b> |          |                               |     |       |
| Professor G. F. WRIGHT.                  |          |                               |     |       |
| Inductive Reasoning .....                | II       | 2                             | 9   | ..    |
| <b>Comparative Religion</b>              |          |                               |     |       |
| Professor G. F. WRIGHT.                  |          |                               |     |       |
| Comparative Religion .....               | II       | 3                             | 3   | ..    |
| <b>Homiletics</b>                        |          |                               |     |       |
| Professor CURRIER.                       |          |                               |     |       |
| Theol. Encyclopedia .....                | I        | 2                             | 7   | ..    |
| Homiletics a .....                       | I        | 3                             | 14  | ..    |
| Homiletics b .....                       | II       | 2                             | 15  | ..    |
| Sermon Construction .....                | I        | 1                             | 10  | ..    |
| Sermon Construction .....                | II       | 1                             | 9   | ..    |
| Preaching Exercises .....                | I        | 1-2                           | 46  | ..    |
| Preaching Exercises .....                | II       | 1-2                           | 50  | ..    |
| Practical Theology a .....               | I        | 3                             | 14  | ..    |
| Practical Theology b .....               | II       | 2                             | 4   | ..    |
| Missions .....                           | I        | 2                             | 15  | ..    |
| Social Problems .....                    | II       | 3                             | 8   | ..    |
| Sermon Criticism .....                   | II       | 1-2                           | 14  | ..    |
| <b>Oratory</b>                           |          |                               |     |       |
| Professor CASKEY.                        |          |                               |     |       |
| Elocution a .....                        | I        | 3                             | 9   | ..    |
| Elocution b .....                        | II       | 3                             | 16  | ..    |
| <b>Slavic Department</b>                 |          |                               |     |       |
| Professor MISKOVSKY.                     |          |                               |     |       |
| Bohemian .....                           | I        | 5                             | 1   | ..    |
| Bohemian .....                           | II       | 3                             | 1   | ..    |
| English .....                            | I        | 5                             | 1   | ..    |
| English .....                            | II       | 5                             | 1   | ..    |
| Logic .....                              | I        | 5                             | 1   | ..    |
| " .....                                  | II       | 5                             | 1   | ..    |
| " .....                                  | I        | 2                             | 1   | ..    |
| " .....                                  | II       | 2                             | 1   | ..    |
| Church History .....                     | I        | 3                             | 1   | ..    |
| General History .....                    | II       | 5                             | 2   | ..    |
| Theology .....                           | I        | 5                             | 1   | ..    |
| Theology .....                           | II       | 5                             | 1   | ..    |
| New Testament Greek .....                | II       | 5                             | 1   | ..    |
| Psychology .....                         | II       | 2                             | 1   | ..    |

### III. THE ACADEMY

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE             | Term   | Teaching<br>Hours<br>per week | Men | Women |
|-----------------------------------|--------|-------------------------------|-----|-------|
| <b>Bible</b>                      |        |                               |     |       |
| Professor PECK.                   |        |                               |     |       |
| Senior .....                      | Fall   | 1                             | 30  | 25    |
| " .....                           | Winter | 1                             | 32  | 20    |
| " .....                           | Spring | 1                             | 30  | 21    |
| Instructor ADAMS.                 |        |                               |     |       |
| Middle .....                      | Fall   | 1                             | 60  | 28    |
| " .....                           | Winter | 1                             | 43  | 24    |
| " .....                           | Spring | 1                             | 55  | 29    |
| Associate Professor SHAW.         |        |                               |     |       |
| Junior Middle .....               | Fall   | 1                             | 33  | 25    |
| " .....                           | Winter | 1                             | 30  | 12    |
| " .....                           | Spring | 1                             | 34  | 18    |
| Instructor JAMESON.               |        |                               |     |       |
| Junior .....                      | Fall   | 1                             | 26  | 10    |
| " .....                           | Winter | 1                             | 29  | 11    |
| " .....                           | Spring | 1                             | 32  | 11    |
| Instructor Miss SMITHE.           |        |                               |     |       |
| Irregular .....                   | Fall   | 1                             | 6   | 5     |
| " .....                           | Winter | 1                             | 9   | 5     |
| " .....                           | Spring | 1                             | 8   | 6     |
| <b>Botany</b>                     |        |                               |     |       |
| Tutor TRACY.                      |        |                               |     |       |
| Beginning (credit: 4 hours) ..... | Fall   | L 3<br>R 5                    | 7   | 4     |
| Beginning (credit: 4 hours) ..... | Winter | L 4<br>R 5                    | 6   | 5     |
| Beginning (credit: 4 hours) ..... | Spring | L 4<br>R 5                    | 4   | 2     |
| <b>Declamation</b>                |        |                               |     |       |
| Instructor JAMESON.               |        |                               |     |       |
| Declamation .....                 | Fall   | 2                             | 7   | 3     |
| " .....                           | Winter | 2                             | 6   | 3     |
| " .....                           | Spring | 2                             | 5   | 3     |
| " .....                           | Fall   | 1                             | 8   | 3     |
| " .....                           | Winter | 1                             | 5   | 2     |
| " .....                           | Spring | 1                             | 7   | 1     |

## 202 STATISTICS OF INSTRUCTION AND ATTENDANCE

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE      |               | Term   | Teaching<br>Hours<br>per week | Men | Women |
|----------------------------|---------------|--------|-------------------------------|-----|-------|
| English                    |               |        |                               |     |       |
| Instructor Miss THOMPSON.  |               |        |                               |     |       |
| English                    | I (2 sec.)    | Fall   | 10                            | 42  | 10    |
| "                          | II (2 sec.)   | Winter | 10                            | 41  | 12    |
| "                          | III (2 sec.)  | Spring | 10                            | 35  | 13    |
| English                    | Grammar       | Fall   | 5                             | 10  | 4     |
| "                          | "             | Winter | 5                             | 11  | 6     |
| "                          | "             | Spring | 5                             | 8   | 6     |
| Instructor Miss BROWNBACK. |               |        |                               |     |       |
| English                    | IVa (2 sec.)  | Fall   | 6                             | 35  | 26    |
| "                          | Va (2 sec.)   | Winter | 6                             | 31  | 20    |
| "                          | VIa (2 sec.)  | Spring | 6                             | 27  | 18    |
| "                          | VII (3 sec.)  | Fall   | 6                             | 47  | 34    |
| "                          | VIII (3 sec.) | Winter | 6                             | 42  | 49    |
| "                          | IX (3 sec.)   | Spring | 6                             | 37  | 34    |
| "                          | X (2 sec.)    | Fall   | 4                             | 35  | 30    |
| "                          | XI (2 sec.)   | Winter | 4                             | 33  | 25    |
| "                          | XII (2 sec.)  | Spring | 4                             | 28  | 21    |
| Instructor Mrs. FARGO.     |               |        |                               |     |       |
| English                    | IVa           | Fall   | 3                             | 12  | 21    |
| "                          | Va            | Winter | 3                             | 15  | 23    |
| "                          | VIa           | Spring | 3                             | 13  | 19    |
| "                          | IVb           | Fall   | 2                             | 10  | 19    |
| "                          | Vb            | Winter | 2                             | 11  | 20    |
| "                          | VIb           | Spring | 2                             | 12  | 15    |
| Tutor HUNTINGTON.          |               |        |                               |     |       |
| English                    | IVb (2 sec.)  | Fall   | 4                             | 26  | 15    |
| "                          | Vb (2 sec.)   | Winter | 4                             | 23  | 11    |
| "                          | VIb (2 sec.)  | Spring | 4                             | 20  | 7     |
| "                          | XIII          | Fall   | 3                             | 7   | 3     |
| "                          | XIV           | Winter | 3                             | 5   | 4     |
| "                          | XV            | Spring | 3                             | 3   | 4     |
| "                          | XVI           | Fall   | 5                             | 2   | 15    |
| "                          | XVII          | Winter | 5                             | 2   | 13    |
| "                          | XVIII         | Spring | 5                             | 2   | 15    |
| "                          | XIX (2 sec.)  | Fall   | 4                             | 32  | 23    |
| "                          | XX (2 sec.)   | Winter | 4                             | 28  | 24    |
| "                          | XXI (2 sec.)  | Spring | 4                             | 22  | 20    |

# STATISTICS OF INSTRUCTION AND ATTENDANCE 203

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE |        | Term | Teaching<br>Hours<br>per week | Men | Women |
|-----------------------|--------|------|-------------------------------|-----|-------|
| French                |        |      |                               |     |       |
| Tutor Mrs. COWDERY.   |        |      |                               |     |       |
| French I (2 sec.)     | Fall   | 10   | 19                            | 28  |       |
| " I                   | Winter | 5    | 7                             | 11  |       |
| " II (2 sec.)         | Winter | 10   | 14                            | 18  |       |
| " II                  | Spring | 5    | 5                             | 9   |       |
| " III (2 sec.)        | Spring | 10   | 13                            | 14  |       |
| " IV                  | Fall   | 5    | 2                             | 5   |       |
| " V                   | Winter | 5    | 2                             | 4   |       |
| " VI                  | Spring | 5    | 1                             | 2   |       |
| German                |        |      |                               |     |       |
| Tutor Mrs. HARROUN.   |        |      |                               |     |       |
| German I (3 sec.)     | Fall   | 15   | 37                            | 48  |       |
| " II (3 sec.)         | Winter | 15   | 30                            | 33  |       |
| " III (3 sec.)        | Spring | 15   | 27                            | 30  |       |
| Tutor Mrs. SWING.     |        |      |                               |     |       |
| German IV             | Fall   | 5    | 16                            | 14  |       |
| " V                   | Winter | 5    | 15                            | 11  |       |
| " VI                  | Spring | 5    | 16                            | 11  |       |
| " I                   | Winter | 5    | 5                             | 14  |       |
| " II                  | Spring | 5    | 5                             | 10  |       |
| Greek                 |        |      |                               |     |       |
| Professor PECK        |        |      |                               |     |       |
| Greek I               | Fall   | 5    | 9                             | 2   |       |
| " II                  | Winter | 5    | 10                            | 3   |       |
| " III                 | Spring | 5    | 11                            | 3   |       |
| " IV                  | Fall   | 5    | 7                             | 3   |       |
| " V                   | Winter | 5    | 7                             | 4   |       |
| " VI                  | Spring | 5    | 6                             | 4   |       |
| History               |        |      |                               |     |       |
| Tutor WIRKLER.        |        |      |                               |     |       |
| History I             | Fall   | 4    | 24                            | 18  |       |
| " II                  | Winter | 4    | 21                            | 20  |       |
| " III                 | Spring | 4    | 16                            | 17  |       |
| " IV                  | Fall   | 4    | 15                            | 11  |       |
| " V                   | Winter | 4    | 17                            | 9   |       |
| " VI                  | Spring | 4    | 13                            | 10  |       |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE        | Term   | Teaching<br>Hours<br>per week | Men | Women |
|------------------------------|--------|-------------------------------|-----|-------|
| Latin                        |        |                               |     |       |
| Associate Professor HOSFORD. |        |                               |     |       |
| Latin I (2 sec.)             | Fall   | 12                            | 40  | 16    |
| " II (2 sec.)                | Winter | 12                            | 31  | 15    |
| " III (2 sec.)               | Spring | 12                            | 29  | 20    |
| " X (2 sec.)                 | Fall   | 8                             | 15  | 16    |
| " XI (2 sec.)                | Winter | 8                             | 7   | 8     |
| " XII (2 sec.)               | Spring | 8                             | 12  | 21    |
| Instructor Miss SMITHE.      |        |                               |     |       |
| Latin I (2 sec.)             | Fall   | 11                            | 17  | 5     |
| " I                          | Winter | 6                             | 30  | 3     |
| " I                          | Spring | 6                             | 3   | 12    |
| " II                         | Winter | 6                             | 7   | 6     |
| " II                         | Spring | 6                             | 17  | 4     |
| " III                        | Fall   | 6                             | 3   | 1     |
| " IV                         | Winter | 5                             | 1   | 1     |
| " V                          | Spring | 5                             | 2   | 0     |
| Associate Professor SHAW.    |        |                               |     |       |
| Latin IV (2 sec.)            | Fall   | 10                            | 34  | 11    |
| " V (2 sec.)                 | Winter | 10                            | 29  | 9     |
| " VI (2 sec.)                | Spring | 10                            | 30  | 9     |
| " VIIa                       | Fall   | 4                             | 18  | 18    |
| " VIIa                       | Winter | 4                             | 15  | 11    |
| " IXa                        | Spring | 4                             | 14  | 18    |
| " VIIb                       | Fall   | 4                             | 14  | 12    |
| " VIIIb                      | Winter | 4                             | 11  | 11    |
| " IXb                        | Spring | 4                             | 15  | 7     |
| Mathematics                  |        |                               |     |       |
| Tutor MOORE.                 |        |                               |     |       |
| Algebra I (2 sec.)           | Fall   | 10                            | 30  | 12    |
| " II (2 sec.)                | Winter | 10                            | 34  | 7     |
| " III (2 sec.)               | Spring | 10                            | 37  | 10    |
| " IV (2 sec.)                | Fall   | 4                             | 48  | 17    |
| " V (2 sec.)                 | Winter | 4                             | 32  | 16    |
| " VI (2 sec.)                | Spring | 4                             | 24  | 15    |
| Geometry III                 | Fall   | 4                             | 20  | 20    |
| " I                          | Winter | 4                             | 10  | 3     |
| " II                         | Spring | 4                             | 5   | 15    |
| Tutor HILL.                  |        |                               |     |       |
| Geometry I (2 sec.)          | Fall   | 8                             | 46  | 20    |

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                     | Term   | Teaching<br>Hours<br>per week | Men | Women |
|---|--------|-------------------------------|-----|-------|
| Mathematics (Continued)                   |        |                               |     |       |
| Geometry II (2 sec.).....                 | Winter | 8                             | 41  | 15    |
| "    III (2 sec.).....                    | Spring | 8                             | 36  | 20    |
| Algebra VII .....                         | Fall   | 5                             | 18  | 6     |
| "    VIII .....                           | Winter | 5                             | 18  | 5     |
| "    IX .....                             | Spring | 5                             | 14  | 5     |
| Mechanical Drawing .....                  | Fall   | 4                             | 13  | 0     |
| "        " .....                          | Winter | 4                             | 10  | 0     |
| "        " .....                          | Spring | 4                             | 7   | 0     |
| Tutor WIRKLER.                            |        |                               |     |       |
| Arithmetic (2 sec.).....                  | Fall   | 11                            | 3   | 5     |
| "    (2 sec.).....                        | Winter | 8                             | 5   | 6     |
| "    (2 sec.).....                        | Spring | 8                             | 4   | 4     |
| Assistant BURR.                           |        |                               |     |       |
| Algebra II .....                          | Spring | 5                             | 5   | 5     |
| Physics                                   |        |                               |     |       |
| Instructor ADAMS.                         |        |                               |     |       |
| Physics I (2 sec.) (credit: 4 hours)..... | Fall   | L 12                          | 40  | 5     |
|   |        | R 8                           |     |       |
| "    II (2 sec.) (credit: 4 hours).....   | Winter | L 12                          | 41  | 6     |
|   |        | R 8                           |     |       |
| "    III (2 sec.) (credit: 4 hours)....   | Spring | L 12                          | 31  | 4     |
|   |        | R 8                           |     |       |
| Zoology                                   |        |                               |     |       |
| Tutor TRACY.                              |        |                               |     |       |
| Zoology I (credit: 4 hours).....          | Fall   | L 4                           | 5   | 1     |
|   |        | R 5                           |     |       |
| "    II (credit: 4 hours).....            | Winter | L 4                           | 5   | 2     |
|   |        | R 5                           |     |       |
| "    III (credit: 4 hours).....           | Spring | L 4                           | 5   | 5     |
|   |        | R 5                           |     |       |



# Report of the Treasurer 1905





# Treasurer's Statement

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:—

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1905, as follows:

The funds separately invested are:

C. G. Finney Memorial Fund—

|                            | Principal<br>August 31, 1905 | Net<br>Income |
|----------------------------|------------------------------|---------------|
| Mortgages .....            | \$77,500.00                  |               |
| Cash .....                 | 6,293.49                     |               |
|                            | <hr/>                        |               |
|                            | \$83,793.49                  | \$4,827.12    |
| Springer Fund—             |                              |               |
| Cleveland real estate..... | 5,182.09                     | 316.19        |
| Foltz Fund—                |                              |               |
| Bonds .....                | 524.00                       | 24.00         |
|                            | <hr/>                        |               |
| Totals .....               | \$89,499.58                  | \$5,167.31    |

The other funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

|   | Principal<br>August 31, 1905 |             |
|---|------------------------------|-------------|
| Notes and Mortgages.....                | \$433,040.87                 |             |
| Stocks and Bonds.....                   | 411,142.25                   |             |
| Collateral loans .....                  | 282,078.97                   |             |
| Real estate .....                       | 231,604.44                   |             |
| Deposits (Savings and Trust Co.'s)..... | 19,000.00                    |             |
| Sundry accounts .....                   | 158,998.75                   |             |
| Loan to General Fund.....               | 10,950.89                    |             |
| Deposits subject to check and cash..... | 34,394.58                    |             |
|   | <hr/>                        |             |
| Total of general investments.....       | \$1,581,210.75               | \$81,147.23 |
| Total of special investments.....       | 89,499.58                    |             |
|   | <hr/>                        |             |
|   | \$1,670,710.33               |             |

The above investments are stated in detail, beginning at page 224 of this report.

The net income of general investments has been divided at the rate of 4.8 per cent. among the funds to which they belong.

An item of Advances to Museum, \$1,213.85, which has been carried for some years as an asset, was charged off in the expense account of the College department. A small surplus in the Theological Seminary account, \$116.15, was applied to the reduction of the Advances to the English Course.

The excess of income over expense (\$174.67) in the accounts of University, College, Academy and Theological Seminary, combined as usual, was applied to the purchase of books for the Library, according to the vote of the Trustees. The previous accumulated deficit of \$10,950.89 remains unchanged.

*Gifts have been received during the year as follows:*

GIFTS FOR IMMEDIATE USE

From Charles H. Hulburd, \$125.00 for purchase of gas engine for the department of Physics.

From Tracy McGregor, \$75.00 for aid to students.

From Irving W. Metcalf, \$15.00 for care of trees.

From Homer H. Johnson, \$25.00 for care of trees.

From "A Friend," \$1,000 for care of trees.

From E. A. West, \$50.00 for the Library.

From "A Friend," \$275.00 for the Library.

From James B. Dill, \$250.00 for additional equipment of Athletic Park.

From Mrs. Orlando B. Potter, \$25.00 for current expense.

From Merritt Starr, \$20.00 for current expense.

From an anonymous donor, \$50.00 for re-decorating dining room of Park Hotel.

From the Second Congregational Church, Oberlin, \$121.99 for aid to students in the Theological Seminary.

From members of the Living Endowment Union, \$1,110.80 for current expense.

Sundry gifts for Women's Recreation Field, \$139.00.

For the purchase of photographs to illustrate lectures on art and architecture from—

|                            |         |                      |         |
|----------------------------|---------|----------------------|---------|
| Mrs. Elbert B. Monroe..... | \$25.00 | Mrs. D. V. Mays..... | \$ 2.00 |
| Mrs. D. M. Phillips.....   | 7.00    | Anonymous .....      | 16.00   |

For employment Fund for Seminary students from—

|                         |          |                         |          |
|-------------------------|----------|-------------------------|----------|
| F. C. Wood.....         | \$ 10.00 | William Hofner .....    | \$ 10.00 |
| Arthur T. Reed.....     | 7.00     | Mrs. H. W. Woodford.... | 10.00    |
| Miss L. C. Wattles..... | 10.00    | E. A. Paddock.....      | 10.00    |

# REPORT OF THE TREASURER

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|  |        |                         |        |
|--|--------|-------------------------|--------|
| S. D.. Strong.....   | 20.00  | George Gadsby .....     | 5.00   |
| B. V. Child.....   | 5.00   | W. F. McMillen.....     | 4.00   |
| J. H. Palmer.....  | 2.00   | A. E. Thompson.....     | 5.00   |
| Paul Fox .....   | 5.00   | Charles W. Green.....   | 1.00   |
| George W. Moore.....   | 1.00   | C. N. Pond.....         | 1.00   |
| O. S. Kriebel.....   | 5.00   | Henry K. Hawley.....    | 25.00  |
| Mrs. E. W. R. Lord.....  | 5.00   | J. N. Smith.....        | 75.00  |
| A. A. and Frank Healy...                                       | 100.00 | Mrs. Helen G. Coburn... | 650.00 |
| Irving W. Metcalf.....   | 100.00 | Charles Nelson .....    | 5.00   |
| M. P. Jones.....   | 2.00   | Smith Norton .....      | 1.00   |
| R. M. Webster.....   | 1.00   | G. T. Nichols.....      | 5.00   |
| N. W. Bates.....   | 5.00   | J. R. Rogers.....       | 1.00   |
| E. L. Pickard.....   | 100.00 | C. A. Coffin.....       | 50.00  |
| Mrs. F. E. Tracy.....  | 25.00  | A. Gillet .....         | 5.00   |
| Congregational Church, Brownhelm.....                          | 4.00   |                         |        |
| Congregational Church, Pittsfield.....                         | 5.05   |                         |        |
| Congregational Church, North Columbus.....                     | 8.32   |                         |        |
| Congregational Church, Ridgeville Corners.....                 | 5.00   |                         |        |
| Washington Street Congregational Church and S. S., Toledo..... | 20.00  |                         |        |
| Pilgrim Church, Cleveland.....                                 | 75.00  |                         |        |
| "A Friend" .....   | 100.00 |                         |        |

For the support of the Slavic Department in the Theological Seminary from—

|                           |          |                           |          |
|---------------------------|----------|---------------------------|----------|
| J. W. Smith.....          | \$ 75.00 | "A Friend" .....          | \$ 15.00 |
| H. C. Barnes.....         | 4.00     | Mrs. F. Nicola.....       | 20.00    |
| Irving W. Metcalf.....    | 50.00    | G. F. Wright.....         | 5.00     |
| Mrs. L. G. B. Hills.....  | 15.00    | Mrs. N. Stone Scott.....  | 15.00    |
| Mrs. J. A. Lane.....      | 25.00    | J. B. Hart.....           | 3.00     |
| "A Friend" .....          | 5.00     | W. M. Mead.....           | 5.00     |
| W. W. Thompson.....       | 5.00     | C. N. Pond.....           | 5.00     |
| A. G. Comings.....        | 5.00     | F. H. Angle.....          | 5.00     |
| E. J. Goodrich.....       | 5.00     | A. H. Currier.....        | 5.00     |
| O. P. Neilson.....        | 5.00     | G. L. Case.....           | 3.00     |
| W. J. Park.....           | 3.00     | Miss Imogen T. Fisher.... | 5.00     |
| F. C. Case.....           | 5.00     | M. L. Thomsen.....        | 5.00     |
| George Hall .....         | 5.00     | B. S. Coggs well.....     | 5.00     |
| W. H. C. Fowler.....      | 5.00     | G. B. Siddall.....        | 10.00    |
| Miss Clara G. Strange.... | 10.00    | Mrs. L. R. Smith.....     | 15.00    |
| J. G. W. Cowles.....      | 15.00    | J. G. Jennings.....       | 25.00    |
| A. O. Upson.....          | 25.00    | S. C. Smith.....          | 50.00    |
| H. Clark Ford.....        | 50.00    | H. Veysey .....           | 1.00     |
| J. A. Kahout.....         | 5.00     | Mrs. T. Y. Gardner.....   | 10.00    |
| Andrew Gavlik .....       | 8.00     | Miss Julia Hovey.....     | 25.00    |
| J. S. Jarabek.....        | 5.00     | Adolph Makowsky .....     | 5.00     |
| Mrs. Rebecca Webb.....    | 25.00    | Miss H. W. Ely.....       | 5.00     |
| E. L. Wertheim.....       | 2.50     | George D. Wilder.....     | 5.00     |

## REPORT OF THE TREASURER

|  |         |                         |       |
|--|---------|-------------------------|-------|
| F. F. Jewett.....  | 10.00   | W. K. Breckenridge..... | 10.00 |
| J. B. Burroughs.....   | 5.00    | A. S. Root.....         | 2.00  |
| "Friends," McKeesport, Pa.                                   | 4.03    | N. W. Rice.....         | 50.00 |
| Congregational Church, Berlin Heights.....                   | \$ 6.00 |                         |       |
| Congregational Church, West Park.....                        | 6.00    |                         |       |
| Congregational Church, Florence.....                         | 3.05    |                         |       |
| Congregational Church, Vermilion.....                        | 5.00    |                         |       |
| Congregational Church, Brecksville.....                      | 39.25   |                         |       |
| First Congregational Church, Oberlin.....                    | 134.53  |                         |       |
| Second Congregational Church, Oberlin.....                   | 24.75   |                         |       |
| Congregational Church, Berea.....                            | 6.50    |                         |       |
| First Congregational Church, Lorain.....                     | 7.15    |                         |       |
| Congregational Church, Wellington.....                       | 19.60   |                         |       |
| East Congregational Church, Cleveland.....                   | 50.00   |                         |       |
| Plymouth Church, Cleveland.....                              | 35.00   |                         |       |
| Congregational Church, Silver Lake, Minn.....                | 10.00   |                         |       |
| Slovak Evangelical Congregational Church, Allegheny, Pa..... | 10.00   |                         |       |
| Congregational Church, Medina.....                           | 72.00   |                         |       |
| Bethlehem Congregational Church and S. S., Cleveland.....    | 14.13   |                         |       |
| Slovak Bethlehem Congregational Church, Braddock, Pa.....    | 5.00    |                         |       |
| First Congregational Church, Bellevue.....                   | 28.40   |                         |       |
| Washington Street Congregational Church, Toledo.....         | 11.71   |                         |       |
| Euclid Avenue Congregational Church, Cleveland.....          | 10.00   |                         |       |
| Massachusetts W. H. M. A.....                                | 50.00   |                         |       |
| Congregational Education Society.....                        | 250.00  |                         |       |
| South Dakota W. H. M. U.....                                 | 68.34   |                         |       |
| New York W. H. M. U.....                                     | 200.00  |                         |       |
| Ohio W. H. M. U.....   | 306.16  |                         |       |

*The total amount of these gifts for immediate use is \$6,873.26*

*This amount is distributed in the Statement of Income and Expense among the following accounts:*

|  |                  |
|--|------------------|
| University .....                           | \$ 688.70        |
| College, special accounts.....             | 130.00           |
| Theological Seminary, special accounts.... | 3,683.46         |
| Library .....                              | 545.00           |
| Miscellaneous .....                        | 1,826.10         |
|  | <hr/> \$6,873.26 |

## GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES

From T. E. Burton, of Cleveland, \$250.00 for endowment.

From E. A. West, of Chicago, \$1,000.00 for endowment.

From Julius Garst, of New York, \$5.00 for endowment.

From the First Congregational Church of Buffalo, \$13.00 for endowment.

From the estate of Charles H. Keith, of Chicago, \$900.00; part of his bequest to Oberlin College.

From Howard H. Russell, of New York, \$1,000.00 to found the Julia Clark Davis Scholarship.

From the estate of Sarah M. Hall, \$500.00; her bequest to Oberlin College.

From the estate of Mary B. Emerson, \$550.00; balance of her bequest to found the Emerson Scholarship in the Theological Seminary.

From Mrs. Mary H. Johnson, of Akron, \$2,000.00; a gift to Oberlin College.

From the class of 1898, \$123.10; payments on subscriptions to a new Class fund.

From the estate of Henry Willard, \$200.00 for endowment.

From Miss Kora F. Barnes, of New York, \$5,000.00 for art building.

From insurance policy on the life of William C. Chapin, deceased, \$7,150.00, for Theological Seminary endowment.

From the estate of Lucy M. Thompson, \$2,000.00 to found the Lucy M. Thompson Scholarships for women.

From Alumni, \$1,665.67, part payments on subscriptions to the Class Reunion Funds.

*The total amount of these gifts to capital account is \$22,356.77, as is shown on page 222 of this report.*

*Endowments for current expenses now stand on the books as follows:*

|                                       |               |
|---------------------------------------|---------------|
| General or University Endowments..... | \$ 666,395.08 |
| College Department Endowments.....    | 405,558.85    |
| Academy .....                         |               |
| Theological Seminary .....            | 127,674.76    |
| Conservatory of Music.....            | 30,419.50     |
| Library .....                         | 24,351.26     |

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Total .....\$1,254,399.45

The accounts hereinafter presented are:

First, a set of tables showing the current income and expenses of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in care of the Treasurer, showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in the hands of the Treasurer.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

JAMES R. SEVERANCE, *Treasurer*.

OBERLIN, Nov. 22, 1905.

# REPORT OF THE TREASURER

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## Statement of Income and Expense for the Year

### UNIVERSITY

#### INCOME

|   |             |
|---|-------------|
| From invested funds.....                      | \$27,456.47 |
| From rent of houses and lands not valued..... | 51.57       |
| Interest on subscriptions to endowment.....   | 48.00       |
| Gifts for current expense.....                | 688.70      |

|                    |              |
|--------------------|--------------|
| Total income ..... | \$ 28,244.74 |
|--------------------|--------------|

#### EXPENSE

|  |                      |
|--|----------------------|
| Salaries—Administration .....                                      | \$ 3,300.00          |
| Treasurer's office .....   | 4,000.00             |
| Library .....  | 3,050.00             |
| Gymnasia .....   | 3,500.00             |
| Secretary's office .....   | 2,200.00—\$15,950.00 |
| Clerks .....   | 1,628.81             |
| Stationery, printing and postage.....                              | 3,701.03             |
| Advertising .....  | 883.54               |
| Fuel and lights .....  | 1,846.95             |
| Buildings and grounds, care and repairs.....                       | 4,714.82             |
| Men's Gymnasium .....  | 1,838.67             |
| Women's Gymnasium .....  | 857.25               |
| Outside Representation .....                                       | 123.75               |
| Library appropriation for books.....                               | 1,174.67             |
| Summer School Normal Courses.....                                  | 87.50                |
| Sundry expense .....   | 479.20               |
| Alumni dinner .....  | 642.15               |
| Payments on Lord and Hinchman Funds (in excess<br>of income) ..... | 31.04                |
| Quinquennial Catalogue .....                                       | 1,936.25             |
| Olney Art Collection.....  | 1,168.50             |
| Agency .....   | 2,458.38             |

|                     |              |
|---------------------|--------------|
| Total expense ..... | \$ 39,522.51 |
|---------------------|--------------|

#### Special Accounts—Receipts.

|  |             |
|--|-------------|
| Art School fees.....                     | \$ 1,288.25 |
| Teachers' Course, Women's Gymnasium..... | 561.00      |

|                              |             |
|------------------------------|-------------|
| Amount carried forward ..... | \$ 1,649.25 |
|------------------------------|-------------|



|  |             |
|--|-------------|
| Amount brought forward .....               | \$ 1,649.25 |
| Jennie Allen Nurse Fund.....               | 96.00       |
| Jones Loan Fund, loans returned.....       | 400.00      |
| Scholarship Funds, from investments.....   | 1,861.94    |
| Scholarship Loan Fund, loans returned..... | 103.50      |
| Skating Floor .....                        | 116.00      |
|  | <hr/>       |
|  | \$ 4,426.69 |
| <i>Special Accounts—Payments</i>           |             |
| Art School.. .....                         | \$ 1,288.25 |
| Teachers' Course, Women's Gymnasium.....   | 600.47      |
| Jones Loan Fund, loans made.....           | 168.50      |
| To holders of scholarship orders.....      | 2,208.66    |
| Scholarship loans .....                    | 350.00      |
| Advances to scholarships repaid.....       | 163.11      |
| Skating floor .....                        | 83.73       |
|  | <hr/>       |
|  | \$ 4,862 72 |

## COLLEGE

## INCOME

|                          |              |
|--------------------------|--------------|
| From invested funds..... | \$19,462.08  |
| Term bills .....         | 47,268.37    |
| Graduate fees .....      | 672.75       |
|                          | <hr/>        |
| Total income .....       | \$ 67,403.20 |

## EXPENSE

|  |             |
|--|-------------|
| Salaries .....                               | \$42,782.22 |
| Clerks .....                                 | 240.10      |
| Stationery, printing and postage.....        | 343.86      |
| Outside representation .....                 | 165.57      |
| Fuel and lights.....                         | 1,629.03    |
| Buildings and grounds, care and repairs..... | 4,724.57    |
| Diplomas .....                               | 75.50       |
| Sundry expense .....                         | 43.60       |
| Advances to Museum repaid.....               | 1,213.85    |
| Museum .....                                 | 400.00      |
|  | <hr/>       |
| Amount carried forward .....                 | \$51,618.30 |

# REPORT OF THE TREASURER

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|                                     |             |
|-------------------------------------|-------------|
| Amount brought forward .....        | \$51,618.30 |
| Herbarium .....                     | 175.00      |
| Apparatus, Physical Laboratory..... | 400.00      |
| Apparatus, Psychology .....         | 196.97      |
| Apparatus, Mathematics .....        | 390.09      |
| Apparatus, Anatomy .....            | 18.39       |
| Trustee Scholarships .....          | 793.00      |
| Avery Scholarships .....            | 339.00      |
| Oberlin College Scholarships .....  | 58.50       |

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Total expense ..... \$ 53,989.25

## Special Accounts—Receipts

|   |                |
|---|----------------|
| Chemical Laboratory fees .....          | \$ 1,777.56    |
| Botanical Laboratory fees.....          | 224.50         |
| Zoological Laboratory fees.....         | \$ 542.56      |
| Zoological Laboratory gift.....         | 5.00— 547.56   |
| Physical Laboratory fees.....           | \$ 285.50      |
| Physical Laboratory gift .....          | 125.00— 410.50 |
| Archæology fees .....                   | 130.00         |
| Anatomy fees .....                      | 22.00          |
| Herbarium bal. appropriation.....       | 52.59          |
| Scholarship funds from investments..... | 1,176.00       |

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\$ 4,340.71

## Special accounts—Payments

|                                       |             |
|---------------------------------------|-------------|
| Chemical Laboratory .....             | \$ 1,907.20 |
| Botanical " .....                     | 357.50      |
| Zoological " .....                    | 371.54      |
| Physical " .....                      | 386.85      |
| Archæology .....                      | 184.40      |
| Anatomy .....                         | 17.61       |
| Museum .....                          | 49.77       |
| To holders of scholarship orders..... | 1,086.00    |
| Advances to scholarships repaid.....  | 21.00       |

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\$ 4,381.87

## ACADEMY

## INCOME

|                  |              |
|------------------|--------------|
| Term bills ..... | \$ 15,045.65 |
|------------------|--------------|

## EXPENSE

|  |                  |
|--|------------------|
| Salaries .....                               | \$14,377.63      |
| Clerks .....                                 | 312.09           |
| Stationery, printing and postage.....        | 476.99           |
| Fuel and Lights .....                        | 358.63           |
| Buildings and grounds, care and repairs..... | 642.24           |
| Advertising .....                            | 261.60           |
| Sundry expense .....                         | 2.30             |
| Diplomas .....                               | 40.85            |
| Appropriation for books.....                 | 22.00            |
| Trustee scholarships .....                   | 687.50           |
| <br>Total expense .....                      | <br>\$ 17,181.83 |

*Special Accounts—Receipts*

|  |           |
|--|-----------|
| Physical Laboratory .....                | \$ 129.00 |
| Botanical and Zoological Laboratory..... | 50.75     |

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\$ 179.75

*Special Accounts—Payments*

|  |           |
|--|-----------|
| Physical Laboratory .....                | \$ 110.17 |
| Botanical and Zoological Laboratory..... | 53.25     |

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\$ 163.42

## THEOLOGICAL SEMINARY

## INCOME

|                                   |                  |
|-----------------------------------|------------------|
| From invested funds .....         | \$10,213.98      |
| Term bills and rent of rooms..... | 1,730.35         |
| Diplomas .....                    | 55.00            |
| Reserve, 1903-04 .....            | 524.53           |
| <br>Total income .....            | <br>\$ 12,523.86 |

## REPORT OF THE TREASURER

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### EXPENSE.

|   |              |
|---|--------------|
| Salaries .....                                | \$ 9,433.34  |
| Clerks .....                                  | 88.50        |
| Stationery, printing and postage.....         | 259.05       |
| Advertising .....                             | 147.80       |
| Fuel and lights.....                          | 842.75       |
| Buildings and grounds, care and repairs.....  | 1,129.42     |
| Reserve for expenses, 1905-06.....            | 372.71       |
| Diplomas .....                                | 5.75         |
| Sundry expense .....                          | 108.59       |
| Outside representation .....                  | 19.80        |
| Advances to English Course repaid (part)..... | 116.15       |
|   | <hr/>        |
| Total expense .....                           | \$ 12,523.36 |

### *Special Accounts—Receipts*

#### Slavic Department—

|                                |                      |
|--------------------------------|----------------------|
| Loan repaid .....              | \$ 30.00             |
| Gifts for current expense..... | 2,058.10—\$ 2,088.10 |

#### Scholarship Funds—

|                                     |                  |
|-------------------------------------|------------------|
| From investments .....              | \$ 959.61        |
| Gifts .....                         | 121.99           |
| Loans repaid .....                  | 194.50— 1,276.10 |
| Student Employment Fund, gifts..... | 1,503.37         |
|                                     | <hr/>            |

\$ 4,867.57

### *Special Accounts—Payments*

|                                       |             |
|---------------------------------------|-------------|
| Slavic Department .....               | \$ 2,194.39 |
| To holders of scholarship orders..... | 1,144.96    |
| Student Employment Fund .....         | 1,301.56    |
|                                       | <hr/>       |

\$ 4,640.91

## CONSERVATORY

## INCOME

|                                   |                     |
|-----------------------------------|---------------------|
| Term bills .....                  | \$57,013.86         |
| Interest on Reserve Fund.....     | 2,664.46            |
| Recital tickets .....             | 1,473.37            |
| Diplomas .....                    | 20.00               |
| Rent of Williams house (net)..... | 40.80               |
| Total income .....                | <u>\$ 61,212.49</u> |

## EXPENSE

|  |                     |
|--|---------------------|
| Salaries .....                         | \$39,350.95         |
| Library .....                          | 665.86              |
| Stationery, printing and postage.....  | 581.84              |
| Advertising .....                      | 630.03              |
| Piano and organ tuning and repair..... | 2,489.43            |
| Fuel and lights .....                  | 1,653.40            |
| Clerks .....                           | 86.65               |
| Insurance .....                        | 177.79              |
| Janitor and engineers .....            | 1,430.00            |
| Supplies and repairs .....             | 11,507.75           |
| • Purchase of instruments .....        | 3,732.17            |
| Artist recitals .....                  | 2,400.00            |
| Sundry expense .....                   | 56.59               |
| Diplomas .....                         | 7.50                |
| Total expense .....                    | <u>\$ 64,769.96</u> |
| <i>Special Accounts—Receipts</i>       |                     |
| Loan Fund, loans returned.....         | \$ 361.19           |
| <i>Special Accounts—Payments</i>       |                     |
| Loan Fund, loans made .....            | \$ 610.75           |

## LIBRARY

## INCOME

|   |             |
|---|-------------|
| From invested funds.....                            | \$ 1,108.86 |
| Dividend, G. F. Harvey Company.....                 | 60.00       |
| Term bills .....                                    | 1,443.50    |
| Private examinations .....                          | 569.00      |
| Fines .....   | 100.00      |
| Registrar's fees .....                              | 148.50      |
| Books and supplies sold.....                        | 7.09        |
| Gifts for current expense and purchase of books.... | 545.00      |
| Transfer from Botanical Laboratory.....             | 50.00       |
| Transfer from Herbarium .....                       | 82.31       |
| Transfer from Teachers' Course in Physical Training | 25.82       |
| Transfer from Conservatory.....                     | 600.00      |
| Proceeds of Mock Convention.....                    | 28.06       |
| Trustee appropriation .....                         | 1,174.67    |

|                    |             |
|--------------------|-------------|
| Total income ..... | \$ 5,942.81 |
|--------------------|-------------|

## EXPENSE

|                                      |             |
|--------------------------------------|-------------|
| Librarian's assistants .....         | \$ 1,467.47 |
| Binding of books .....               | 352.40      |
| Express and postage.....             | 30.39       |
| Case Library fee.....                | 10.00       |
| Supplies, including cork carpet..... | 889.21      |
| Wilson Bulletins .....               | 35.00       |
| Purchase of books.....               | 2,659.60    |

|                     |             |
|---------------------|-------------|
| Total expense ..... | \$ 5,444.07 |
|---------------------|-------------|

## MISCELLANEOUS

## RECEIPTS

|   |             |             |
|---|-------------|-------------|
| Finney Memorial Fund, interest.....               | \$ 4,827.12 |             |
| Foltz Tract Fund, interest.....                   | \$ 24.00    |             |
| Foltz Tract Fund, sale of tracts.....             | 2.50—       | 26.50       |
| Annuity Funds, income.....                        |             | 7,289.43    |
| Summer School, fees.....                          | \$2,078.00  |             |
| Summer School, special appropriation....          | 87.50—      | 2,165.50    |
| Profit sale of lands.....                         |             | 4,308.63    |
| Sundry receipts .....                             |             | 10,988.02   |
| Gifts for immediate use.....                      |             | 1,826.10    |
| Gifts to form new funds or increase old ones..... |             | 22,356.77   |
|   |             | <hr/>       |
| Total receipts .....                              |             | \$53,788.07 |

## PAYMENTS

|  |             |              |
|--|-------------|--------------|
| Finney Memorial Fund.....                  | \$ 2,500.00 |              |
| Foltz Tract Fund.....                      | 25.00       |              |
| Annuities .....                            | 10,398.50   |              |
| Summer School .....                        | 2,165.50    |              |
| To holders of orders on McGregor fund..... | 75.00       |              |
| Sundry payments .....                      | 2,633.55    |              |
|  |             | <hr/>        |
| Total payments .....                       |             | \$ 17,797.55 |

# REPORT OF THE TREASURER

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## Summary of the income and expense of the University, College, Academy, and Theological Seminary

|                  | Income       | Expense      | Surplus      | Deficit      |
|------------------|--------------|--------------|--------------|--------------|
| University ..... | \$ 28,244.74 | \$ 39,522.51 |              | \$ 11,277.77 |
| College .....    | 67,403.20    | 53,989.25    | \$ 13,413.95 |              |
| Academy .....    | 15,045.65    | 17,181.83    |              | 2,136.18     |
| Sem. (Theol.) .. | 12,523.86    | 12,523.86    |              |              |
|                  | <hr/>        | <hr/>        | <hr/>        | <hr/>        |
|                  | \$123,217.45 | \$123,217.45 | \$ 13,413.95 | \$ 13,413.95 |

## Summary showing the increase of Funds and Balances in the care of the Treasurer

|   |              |              |
|---|--------------|--------------|
| University, special accounts.....           | \$ 4,426.69  | \$ 4,862.72  |
| College, special accounts.....              | 4,340.71     | 4,381.87     |
| Academy, special accounts.....              | 179.75       | 163.42       |
| Theological Seminary, special accounts..... | 4,867.57     | 4,640.91     |
| Conservatory, income and expense.....       | 61,212.49    | 64,769.96    |
| Conservatory, special accounts.....         | 361.19       | 610.75       |
| Library, income and expense.....            | 5,942.81     | 5,444.07     |
| Miscellaneous .....                         | 53,788.07    | 17,797.55    |
|   | <hr/>        | <hr/>        |
|   | \$135,119.28 | \$102,671.25 |
|   | 102,671.25   |              |
| Total increase of funds and balances,       | <hr/>        |              |
| as is shown on page 229 of this report—     | \$ 32,448.03 |              |



## REPORT OF THE TREASURER

*Funds and Balances in the care of the Treasurer*

## UNIVERSITY

August 31, 1904

August 31, 1905

|              |   |                      |
|--------------|---|----------------------|
|              | General Fund (so called).....               |                      |
| \$173,477.86 | Endowment .....                             | \$173,495.86         |
| 17,514.89    | Alumni Fund .....                           | 17,514.89            |
| 24,475.00    | E. I. Baldwin Fund.....                     | 24,475.00            |
| 10,000.00    | Henrietta Bissell Fund.....                 | 10,000.00            |
| 81,429.41    | James H. Fairchild Professor-<br>ship ..... | 31,429.41            |
| 15,275.00    | Walworth Fund .....                         | 15,275.00            |
| 38,000.00    | Dickinson Fund .....                        | 38,000.00            |
| 4,846.10     | Clarissa M. Smith Fund.....                 | 4,846.10             |
| 16,000.00    | Ralph Plumb Fund.....                       | 16,000.00            |
| 2,000.00     | Truman P. Handy Fund.....                   | 2,000.00             |
| 85.06        | Shaw Fund.....                              | 85.06                |
| 79.14        | Latimer Fund.....                           | 79.14                |
| 1,505.91     | Butler Fund.....                            | 1,505.91             |
| 158.45       | Whipple Fund.....                           | 158.45               |
| 340.25       | Perry Fund.....                             | 340.25               |
| 54.06        | Ryder Fund .....                            | 47.65                |
| 43,172.72    | Reunion Fund of 1900 (part)..               | 44,838.39            |
| 38,500.00    | William E. Osborn Fund.....                 | 38,500.00            |
| 5,000.00     | John Sherman Fund.....                      | 5,000.00             |
| 200,000.00   | John D. Rockefeller Fund ....               | 200,000.00           |
| 10,000.00    | E. A. and C. B. Shedd Fund....              | 10,000.00            |
| 10,000.00    | Marcus Lyon Fund.....                       | 10,000.00            |
| 5,000.00     | Warner Gymnasium Endowment                  | 5,000.00             |
| 10,000.00    | Olney Fund.....                             | 10,000.00            |
| 1,903.97     | Kelth Fund.....                             | 2,803.97             |
|              | Kora F. Barnes Fund.....                    | 5,000.00— 666,395.03 |
| 2,703.31     | C. N. Pond Fund.....                        | 2,711.57             |
| 6,964.55     | Dutton Fund.....                            | 6,818.85             |
| 2,927.43     | Prunty Fund.....                            | 2,917.94             |
| 259.99       | Finney Fund .....                           | 254.49               |
| 645.54       | Davis Fund.....                             | 596.52               |
| 7,787.89     | Dascomb Fund.....                           | 7,586.70             |

Amounts carried forward..... \$20,886.07—\$666,395.03

# REPORT OF THE TREASURER

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|           |  |                          |              |
|-----------|--|--------------------------|--------------|
|           | Amounts brought forward....                    | \$20,886.07—\$666,395.08 |              |
| 433.36    | Warner Fund.....                               | 424.16                   |              |
| 58,510.75 | C. V. Spear Fund.....                          | 57,619.26                |              |
| 973.97    | Gillett Fund.....                              | 900.72                   |              |
| 6,341.63  | Ross Fund.....                                 | 6,321.03                 |              |
| 4,409.71  | Gilchrist Fund.....                            | 4,371.37                 |              |
| 21,844.46 | Marx Straus Fund.....                          | 20,392.99                |              |
| 5,165.90  | Mary A. Springer Fund.....                     | 5,182.09                 |              |
| 4,970.64  | Collins Fund.....                              | 4,959.23                 |              |
| 6,469.33  | Cooper Fund.....                               | 6,469.86                 |              |
| 2,023.09  | Williams Fund .....                            | 2,020.19                 |              |
| 1,005.90  | Hotchkiss Fund.....                            | 994.18                   |              |
| 9,866.40  | Firestone Fund.....                            | 9,839.98                 |              |
| 971.11    | Edward West Fund.....                          | 977.72                   |              |
| 813.50    | McClelland Fund .....                          | 807.55                   |              |
| 1,000.00  | Parker Fund.....                               | 988.00                   |              |
|           | Johnson Fund.....                              | 2,000.00—                | 145,154.40   |
| 1,000.00  | Cowles Memorial Scholarship..                  | 1,000.00                 |              |
| 1,100.00  | Dr. A. D. Lord Scholarship....                 | 1,100.00                 |              |
| 1,000.00  | Mrs. Elizabeth W. R. Lord<br>Scholarship ..... | 1,000.00                 |              |
| 1,045.00  | Hinchman Fund.....                             | 1,045.00—                | 4,145.00     |
| 5,000.00  | Lydia Ann Warner Scholarship..                 | 5,000.00                 |              |
| 1,000.00  | F. V. Hayden Scholarship.....                  | 1,000.00                 |              |
| 6,000.00  | Avery Fund.....                                | 6,000.00                 |              |
| 1,250.00  | Finney Scholarship.....                        | 1,250.00                 |              |
| 1,000.00  | Howard Valentine Scholarship..                 | 1,000.00                 |              |
| 1,000.00  | Caroline Scholarship.....                      | 1,000.00                 |              |
| 1,000.00  | Talcott Scholarship.....                       | 1,000.00                 |              |
| 1,000.00  | Metcalf Scholarship.....                       | 1,000.00                 |              |
| 1,000.00  | Dodge Scholarship.....                         | 1,000.00                 |              |
| 1,000.00  | Dascomb Scholarship.....                       | 1,000.00                 |              |
| 1,000.00  | Bierce Scholarship.....                        | 1,000.00                 |              |
| 1,000.00  | Graves Scholarship.....                        | 1,000.00                 |              |
| 750.00    | Lewis Nelson Churchill Scholar-<br>ship .....  | 750.00                   |              |
| 200.00    | Ann Lincoln Fund.....                          | 200.00                   |              |
|           | Amounts carried forward.....                   | \$22,200.00—             | \$815,649.48 |

## REPORT OF THE TREASURER

|           |  |                          |              |
|-----------|--|--------------------------|--------------|
|           | Amounts brought forward.....             | \$22,200.00—\$815,649.48 |              |
| 579.78    | Jones Loan Fund.....                     | 811.28                   |              |
| 1,250.00  | Mary E. Wardle Scholarship...            | 1,250.00                 |              |
| 6,500.00  | Dr. Dudley Allen Fund.....               | 6,500.00                 |              |
| 1,000.00  | Henry N. Castle Scholarship...           | 1,000.00                 |              |
| 1,025.00  | Class of '58 Scholarship.....            | 1,025.00                 |              |
| 815.50    | Class of '69 Scholarship.....            | 815.50                   |              |
| 1,000.00  | Class of '98 Scholarship.....            | 1,000.00                 |              |
| 1,000.00  | Jean Woodward Irwin Scholarship .....    | 1,000.00                 |              |
| 1,000.00  | Howard Gardner Nichols Scholarship ..... | 1,000.00                 |              |
| 1,000.00  | May Moulton Memorial Fund..              | 1,000.00                 |              |
| 1,000.00  | John Manning Barrows Scholarship .....   | 1,000.00                 |              |
|           | Julia Clark Davis Scholarship..          | 1,000.00                 |              |
|           | Lucy M. Thompson Scholarship             | 2,000.00                 |              |
| 500.00    | May Moulton Loan Fund.....               | 302.33                   |              |
| 130.00    | Trustee Scholarship Fund (part)          | 130.00                   |              |
| 326.50    | Scholarship Loan Fund (part)..           | 80.00                    | —\$42,114.11 |
| 909.47    | Unused income, above scholarships .....  |                          | 399.64       |
| 81,466.37 | C. G. Finney Memorial Fund....           | 83,793.49                |              |
| 2,868.37  | Jennie Allen Nurse Fund.....             | 2,964.37                 |              |
| 510.12    | Lewis Fund .....                         | 509.60—                  | 87,267.46    |
| 23,984.84 | Balance credits, sundry accounts         |                          | 39,114.43    |

## COLLEGE

|           |                                 |               |              |
|-----------|---------------------------------|---------------|--------------|
| 67,595.59 | Endowment .....                 | 67,595.59     |              |
| 19,634.41 | Dascomb Professorship.....      | 19,634.41     |              |
| 50,000.00 | Stone Professorship.....        | 50,000.00     |              |
| 55,881.37 | Fredrika B. Hull Professorship. | 55,881.37     |              |
| 30,000.00 | Graves Professorship.....       | 30,000.00     |              |
| 30,000.00 | Brooks Professorship.....       | 30,000.00     |              |
| 23,748.25 | Monroe Professorship.....       | 23,748.25     |              |
| 25,000.00 | James F. Clark Professorship..  | 25,000.00     |              |
|           | Amounts carried forward.....    | \$302,223.62— | \$984,590.12 |

# REPORT OF THE TREASURER

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|           |                                  |              |               |
|-----------|----------------------------------|--------------|---------------|
|           | Amounts brought forward.....     | \$302,223.62 | —\$984,590.12 |
| 20,000.00 | Perkins Fund.....                | 20,000.00    |               |
| 25,000.00 | Avery Professorship.....         | 25,000.00    |               |
| 40,000.00 | L. H. Severance Professorship..  | 40,000.00    |               |
|           | Adelia A. Field Johnston Pro-    |              |               |
| 12,039.23 | fessorship .....                 | 12,039.23    |               |
| 6,196.00  | Severance Laboratory Fund....    | 6,196.00     |               |
|           | Henry Willard Fund .....         | 100.00       | —405,558.85   |
| 1.14      | G. F. Wright Research Fund..     |              | 1.14          |
| 1,000.00  | Jennie M. Williams Scholarship   | 1,000.00     |               |
| 6,000.00  | Ellen M. Whitcomb Scholarship    | 6,000.00     |               |
| 1,000.00  | Flora L. Blackstone Scholarship  | 1,000.00     |               |
| 500.00    | Tracy-Sturges Scholarship.....   | 500.00       |               |
| 1,500.00  | E. A. West Fund.....             | 1,500.00     |               |
| 1,000.00  | Harvey H. Spelman Scholarship    | 1,000.00     |               |
| 1,000.00  | Lucy B. Spelman Scholarship..    | 1,000.00     |               |
| 1,000.00  | Janet Whitcomb Scholarship...    | 1,000.00     |               |
| 1,000.00  | Mrs. F. E. Tracy Scholarship...  | 1,000.00     |               |
| 5,000.00  | Frank Dickinson Bartlett Schol-  |              |               |
|           | arship .....                     | 5,000.00     |               |
| 2,000.00  | Andover Scholarships.....        | 2,000.00     |               |
| 1,000.00  | J. C. Wilder Scholarship.....    | 1,000.00     |               |
| 2,500.00  | The Comfort Starr Scholarship    |              |               |
|           | Fund .....                       | 2,500.00     |               |
|           | Sarah M. Hall Scholarships....   | 500.00       | —\$25,000.00  |
| 322.10    | Unused income, above scholar-    |              |               |
|           | ships .....                      |              | 391.10        |
| 858.54    | Balance credits, sundry accounts |              | 748.38        |

## ACADEMY

|       |                                  |       |
|-------|----------------------------------|-------|
| 22.44 | Balance credits, sundry accounts | 38.77 |
|-------|----------------------------------|-------|

## THEOLOGICAL SEMINARY

|           |                              |                            |
|-----------|------------------------------|----------------------------|
| 34,281.88 | Endowment .....              | 34,031.88                  |
| 21,371.10 | Finney Professorship.....    | 21,371.10                  |
| 8,935.84  | Morgan Professorship.....    | 8,935.84                   |
|           | Amounts carried forward..... | \$64,338.82—\$1,416,328.36 |

## REPORT OF THE TREASURER

|                              |  |                            |
|------------------------------|--|----------------------------|
| Amounts brought forward..... |  | \$64,338.82—\$1,416,328.36 |
| 25,000.00                    | Holbrook Professorship.....                              | 25,000.00                  |
| 21,707.00                    | Michigan Professorship.....                              | 21,707.00                  |
| 4,750.00                     | Place Fund.....  | 4,750.00                   |
| 3,495.55                     | Burrell Fund.....  | 3,495.55                   |
| 133.39                       | Hudson Fund .....  | 133.39                     |
| 1,000.00                     | Joshua W. Weston Fund.....                               | 1,000.00                   |
|                              | Wm. C. Chapin Fund.....                                  | 7,150.00                   |
|                              | Henry Willard Fund.....                                  | 100.00 —127,674.76         |
| 3,790.07                     | West Fund.....   | 3,621.99                   |
| 5,000.00                     | Lemuel Brooks Scholarship....                            | 5,000.00                   |
| 1,500.00                     | Jennie M. Rosseter Scholarship                           | 1,500.00                   |
| 1,000.00                     | McCord-Gibson Scholarship....                            | 1,000.00                   |
| 1,000.00                     | John Morgan Scholarship.....                             | 1,000.00                   |
| 1,000.00                     | Painesville Scholarship .....                            | 1,000.00                   |
| 1,000.00                     | Oberlin First Congregational<br>Church Scholarship.....  | 1,000.00                   |
| 1,000.00                     | Oberlin Second Congregational<br>Church Scholarship..... | 1,000.00                   |
| 1,000.00                     | Anson G. Phelps Scholarship...                           | 1,000.00                   |
| 1,000.00                     | Butler Scholarship.....                                  | 1,000.00                   |
| 1,000.00                     | Miami Conference Scholarship.                            | 1,000.00                   |
| 1,250.00                     | Tracy Scholarship.....                                   | 1,250.00                   |
| 1,000.00                     | Sandusky Scholarship.....                                | 1,000.00                   |
| 1,250.00                     | Leroy H. Cowles Scholarship...                           | 1,250.00                   |
| 1,000.00                     | Charles E. Fowler Scholarship.                           | 1,000.00                   |
| 700.00                       | Emerson Scholarship .....                                | 1,250.00                   |
| 291.95                       | Susan S. Button Fund.....                                | 291.95 —20,541.95          |
| 964.85                       | Unused income, above scholar-<br>ships .....             | 1,095.99                   |
| 655.75                       | Balance credits, sundry accounts                         | 599.45                     |

## CONSERVATORY

|                             |                                |                   |
|-----------------------------|--------------------------------|-------------------|
| 30,419.50                   | Fenelon B. Rice Professorship. | 30,419.50         |
| 25,090.16                   | Reserve Fund.....              | 21,532.69         |
| 383.25                      | Loan Fund .....                | 133.69 —52,085.88 |
| Amount carried forward..... |                                | \$1,621,948.38    |

# REPORT OF THE TREASURER

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Amount brought forward..... \$1,621,948.38

## LIBRARY

|           |   |                     |
|-----------|---|---------------------|
| \$ 21.00  | Library Fund.....                           | \$ 21.00            |
| 827.00    | Class of '85 Fund.....                      | 827.00              |
| 500.00    | Cochran Fund.....                           | 500.00              |
| 500.00    | Grant Fund.....                             | 500.00              |
| 500.00    | Hall Fund.....                              | 500.00              |
| 100.00    | Henderson Fund.....                         | 100.00              |
| 11,176.63 | Holbrook Fund.....                          | 11,176.63           |
| 500.00    | Keep-Clark Fund.....                        | 500.00              |
| 1,000.00  | Plumb Fund.....                             | 1,000.00            |
| 5,724.13  | E. K. Alden Fund.....                       | 5,724.13            |
| 100.00    | Andrews Fund.....                           | 100.00              |
| 2,152.50  | Faculty Fund.....                           | 2,152.50            |
|           | E. A. West Fund.....                        | 1,000.00            |
|           | T. E. Burton Fund.....                      | 250.00—\$ 24,351.26 |
| 1,442.89  | Balance credits, sundry ac-<br>counts ..... | 1,941.63            |

## SPECIAL

|                |   |                |
|----------------|---|----------------|
| 522.50         | Foltz Tract Fund.....                         | 524.00         |
| <hr/>          |   | <hr/>          |
| \$1,616,317.24 | Total funds and balances.....                 | \$1,648,765.27 |
|                | Total increase of funds and<br>balances ..... | \$32,448.03    |

## Liabilities

|                |                                |                |
|----------------|--------------------------------|----------------|
| 18,094.47      | Deposits and personal accounts | 21,945.06      |
| <hr/>          |                                | <hr/>          |
| \$1,634,411.71 |                                | \$1,670,710.33 |

## REPORT OF THE TREASURER

*The foregoing Funds and Balances are invested in the following properties:*

## NOTES AND MORTGAGES distributed as follows:

|                               |             |              |
|-------------------------------|-------------|--------------|
| Cleveland .....               | \$29,268.86 |              |
| Akron .....                   | 23,600.00   |              |
| Oberlin .....                 | 43,017.37   |              |
| Columbus .....                | 10,600.00   |              |
| Lorain .....                  | 60,700.00   |              |
| Tallmadge .....               | 1,000.00    |              |
| Wellington .....              | 300.00      |              |
| Elyria .....                  | 4,250.00    |              |
| Collinwood .....              | 6,000.00    |              |
| Farm lands in Ohio.....       | 70,465.00   |              |
| Total in Ohio.....            |             | \$249,201.23 |
| Topeka .....                  | 200.00      |              |
| Eureka .....                  | 500.00      |              |
| Hutchinson .....              | 5,300.00    |              |
| Wabaunsee .....               | 350.00      |              |
| Farm lands in Kansas.....     | 20,283.00   |              |
| Total in Kansas.....          |             | 26,633.00    |
| Matthews .....                | 7,315.00    |              |
| Farm lands in Indiana.....    | 3,975.00    |              |
| Total in Indiana.....         |             | 11,290.00    |
| Grand Rapids .....            | 11,600.00   |              |
| Farm lands in Michigan.....   | 27,915.00   |              |
| Total in Michigan.....        |             | 39,515.00    |
| Chicago .....                 |             | 117,000.00   |
| Duluth .....                  |             | 12,700.00    |
| Des Moines .....              | 940.00      |              |
| Davenport .....               | 20,000.00   |              |
| Farm lands in Iowa.....       | 11,000.00   |              |
| Total in Iowa.....            |             | 31,940.00    |
| Farm lands in Nebraska.....   |             | 400.00       |
| Total notes and mortgages.... |             | \$488,679.23 |

# REPORT OF THE TREASURER

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Amount brought forward ..... \$488,679.23

## STOCKS AND BONDS—

|             |  |                     |
|-------------|--|---------------------|
| \$10,000.00 | Aurora, Elgin & Chicago Ry. Co. bonds..                  | \$ 9,556.25         |
| 20,000.00   | Cleveland & Eastern Ry. Co. bonds....                    | 18,000.00           |
| 12,000.00   | Elyria Building Co. bonds.....                           | 12,000.00           |
| 1,000.00    | Euclid Heights Realty Co. bond.....                      | 1,000.00            |
| 1,000.00    | First Nat. Bank, Wellington stock....                    | 1,250.00            |
| 25,000.00   | Gilchrist Transportation Co. bonds....                   | 23,041.00           |
| 25,000.00   | Great Lakes & St. Lawrence Transportation Co. bonds..... | 23,181.50           |
| 30,000.00   | Home Riverside Coal Mining Co. bonds                     | 25,000.00           |
| 10,000.00   | Lake Shore Electric Ry. Co. bonds.....                   | 8,250.00            |
| 10,000.00   | Maple Leaf Land Co. bonds.....                           | 9,500.00            |
| 4,000.00    | New Orleans & Great Northern Ry. bonds                   | 4,000.00            |
| 30,000.00   | Northampton Portland Cement Co. bonds                    | 30,000.00           |
| 10,000.00   | Northern Ohio Traction Co. bonds....                     | 10,000.00           |
| 13,500.00   | Oberlin Gas & Electric Co. bonds....                     | 13,500.00           |
| 25,000.00   | Ontario Power Co. bonds.....                             | 23,875.00           |
| 25,000.00   | Roby Coal Co. bonds.....                                 | 25,000.00           |
| 25,000.00   | Steel Steamship Co. bonds.....                           | 24,750.00           |
| 30,000.00   | Syracuse Rapid Transit Co. bonds.....                    | 27,000.00           |
| 5,500.00    | Tuscarawas Ry. Co. bonds.....                            | 5,500.00            |
| 20,000.00   | United States Coal Co. bonds.....                        | 19,200.00           |
| 16,000.00   | United States Telephone Co. bonds...                     | 13,225.00           |
| 5,000.00    | Cuyahoga Telephone Co. bonds.....                        | 4,012.50            |
| 10,000.00   | Wellman-Seaver-Morgan Engineering Co. bonds .....        | 10,000.00           |
| 20,000.00   | Western Ohio Ry. Co. bonds.....                          | 15,825.00           |
| 30,000.00   | Wheeling Traction Co. bonds.....                         | 30,000.00           |
| 25,000.00   | Youngstown Iron, Sheet & Tube Co. bonds .....            | 25,000.00           |
|             | Total stocks and bonds.....                              | <u>\$411,666.25</u> |

## COLLATERAL LOANS

\$282,078.97

## REAL ESTATE—

|                                |            |
|--------------------------------|------------|
| Ashtabula (city property)..... | \$ 834.00  |
| Oberlin (city property).....   | 134,252.73 |

Amounts carried forward ..... \$135,086.73

\$1,182,424.45



## REPORT OF THE TREASURER

|                                   |                     |                |
|-----------------------------------|---------------------|----------------|
| Amounts brought forward .....     | \$135,086.73        | \$1,182,424.45 |
| Cleveland (city property).....    | 7,600.00            |                |
| Akron (city property).....        | 12,000.00           |                |
| Toledo (city property).....       | 1,000.00            |                |
| Elyria (city property).....       | 136.00              |                |
| Total in Ohio.....                | <u>\$155,822.73</u> |                |
| Grand Rapids (city property)..... | 11,149.00           |                |
| Farm lands in Michigan.....       | 10,578.00           |                |
| Total in Michigan.....            | <u>21,727.00</u>    |                |
| Topeka (city property).....       | 20,219.62           |                |
| Farm lands in Kansas.....         | 21,812.70           |                |
| Total in Kansas.....              | <u>42,032.32</u>    |                |
| Fargo (city property).....        | \$ 3,600.00         |                |
| Chicago (city property).....      | 10,000.00           |                |
| St. Paul (city property).....     | 1,319.10            |                |
| Matthews (city property).....     | 1,610.38            |                |
| Farm lands in Florida.....        | 200.00              |                |
| Farm lands in Washington.....     | 475.00              |                |
| Total real estate.....            | <u>236,786.53</u>   |                |

## SUNDRIES—

|   |                       |  |
|---|-----------------------|--|
| Construction acct. Baldwin Cottage (loan).... | \$ 11,965.41          |  |
| Construction acct. Talcott Hall (loan).....   | 13,075.46             |  |
| Advances to Lord Cottage.....                 | 1,771.89              |  |
| Advances to Stewart Hall.....                 | 1,573.66              |  |
| Advances to Keep Home.....                    | 1,609.46              |  |
| Advances to English Theological Course.....   | 1,088.74              |  |
| Advances to Scholarships.....                 | 130.13                |  |
| Furnishings Park Hotel.....                   | 4,588.08              |  |
| Unexpired insurance .....                     | 3,151.98              |  |
| Time deposits (Savings & Trust Companies)...  | 19,000.00             |  |
| Bills receivable .....                        | 21,861.64             |  |
| Sundry accounts .....                         | 120,043.94            |  |
| Loan to General Fund.....                     | 10,950.89             |  |
|   | <u>210,811.28</u>     |  |
| Deposits subject to check and cash.....       | 40,688.07             |  |
|   | <u>\$1,670,710.33</u> |  |

## SUMMARY OF ASSETS

|   |                |
|---|----------------|
| Notes and Mortgages.....                    | \$ 488,679.23  |
| Stocks and Bonds.....                       | 411,666.25     |
| Collateral Loans .....                      | 282,078.97     |
| Real Estate .....                           | 236,786.53     |
| Sundries .....                              | 210,811.28     |
| Cash .....                                  | 40,688.07      |
|   | <hr/>          |
|   | \$1,670,710.33 |
| Buildings and Equipment (see page 234)..... | 751,950.00     |
|   | <hr/>          |
|   | \$2,422,660.33 |

## REPORT OF THE TREASURER

*The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's Books. The values given are reasonable estimates based on their cost and present condition:*

|  |              |
|--|--------------|
| Spear Library .....                    | \$ 30,000.00 |
| French and Society Halls.....          | 14,000.00    |
| Peters Hall .....                      | 75,000.00    |
| Warner Hall .....                      | 130,000.00   |
| Council Hall .....                     | 75,000.00    |
| Sturges Hall .....                     | 10,000.00    |
| Talcott Hall and furniture.....        | 65,000.00    |
| Baldwin Cottage and furniture.....     | 40,000.00    |
| Lord Cottage and furniture.....        | 24,000.00    |
| Stewart Hall .....                     | 4,000.00     |
| Keep Home .....                        | 3,000.00     |
| Other houses and College grounds.....  | 8,000.00     |
| Library .....                          | 50,000.00    |
| Woman's Gymnasium .....                | 8,000.00     |
| Physical and Chemical Apparatus.....   | 15,000.00    |
| Museum .....                           | 25,000.00    |
| Botanical Collection .....             | 7,500.00     |
| Musical Library.....                   | 3,000.00     |
| Musical Instruments and Apparatus..... | 46,000.00    |
| Arboretum .....                        | 2,000.00     |
| Athletic Grounds .....                 | 2,950.00     |
| Severance Chemical Laboratory.....     | 69,500.00    |
| Warner Gymnasium .....                 | 45,000.00    |

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\$751,950.00

## REPORT OF THE AUDITING COMMITTEE FOR THE YEAR ENDING AUGUST 31, 1905

*To the Board of Trustees of Oberlin College:—*

Your Committee have personally examined all bonds, notes, mortgages, certificates of stock, deeds and other evidences of property which were on hand at the beginning of the present year, and also all securities held as collateral for loans.

We find that all are now in the hands of the Treasurer or are fully accounted for, and all payments of principal endorsed on any of the securities and all payments for real estate sold, have been properly credited on the books of the College.

Your Committee also employed the services of Mr. A. J. Horn, of Cleveland, an expert accountant and auditor, who made a systematic audit of the books, as shown by the following report submitted to us:

"The Cash Balance as shown by the Treasurer's cash account was verified, (a) By actual count of money in safe.

(b) By reconciliation of bank balances.

"All disbursements appearing on Treasurer's Cash Books were checked with vouchers and other voucher evidence.

"All receipts and disbursements appearing on Treasurer's Cash Books were carefully refooted and extensions examined.

"All entries appearing on said Cash Books were found correctly posted, as verified by the casting of balances in the Trial Balance, which was carefully rechecked with Ledgers.

"All detailed sheets of investments and real estate were compared with respective controlling accounts on Ledger."

The accounts and archives of the Treasurer's office are kept with system and accuracy equal to that of the best business houses.

(Signed) IRVING W. METCALF,

E. J. GOODRICH,

Auditing Committee.

ACTIONS TAKEN AT THE MEETING OF THE  
TRUSTEES, NOVEMBER 22, 1905

There were present: President King, Messrs Allen, Cochran, Cowles, Fitch, Gates, Goodrich, Hall, H. H. Johnson, Metcalf, Ryder, Shedd, Strong, Tenney, and Troup.

The election of trustees resulted as follows:

Dr. Sydney D. Strong, Oak Park, Ill., reelected by the alumni, full term.

Mr. H. Clark Ford, Cleveland, Ohio; Mr. Homer H. Johnson, Cleveland, Ohio; and Mr. James O. Troup, Bowling Green, Ohio, reelected for the full term.

Mr. Charles Winfred Savage was appointed Associate Professor of Physical Training and Director of Athletics for two years, beginning September 1, 1906.

The trustees present at the meeting subscribed \$1,400 for the addition of a third story at the Women's Gymnasium, the estimated cost being \$3,500, and the Assistant to the President was directed to confer with the other members of the Board in an effort to secure the remainder of the necessary amount. It was voted to proceed with the remodeling of the Gymnasium when the entire amount is raised.

A recommendation from the Dean of College and Graduate Women that the investment funds of the college be used for the construction of additional dormitories for women was referred to the Council, and to the Prudential and Investment Committees, for investigation and report at the June meeting.

The members of the advisory committees, whose terms expire January 1, 1906, were reelected.

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UNIV. OF MICH.  
FEB 11 1907

# **BULLETIN OF OBERLIN COLLEGE**

**NEW SERIES No. 25**

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**ANNUAL REPORTS  
OF THE PRESIDENT AND TREASURER OF  
OBERLIN COLLEGE 1905-06**



378.15  
012c  
OBERLIN COLLEGE

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# ANNUAL REPORTS

OF THE PRESIDENT AND THE  
TREASURER OF OBERLIN  
COLLEGE FOR 1905-06

PRESENTED TO THE BOARD  
OF TRUSTEES AT THE ANNUAL  
MEETING, DECEMBER 5, 1906

OBERLIN, OHIO  
PUBLISHED BY THE COLLEGE  
December 15, 1906



**NEWS PRINTING COMPANY**  
**• OBERLIN, OHIO**

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## CALENDAR

In the College and Seminary departments the year is divided into two *semesters*; in the Academy, Conservatory, and Art departments the year is divided into three *terms*.

### COLLEGE YEAR OF 1906-07

1907

|                        |                   |  |
|------------------------|-------------------|--|
| Thursday,              | January 3,        | Winter term begins.                            |
| Thursday,              | January 24,       | Day of Prayer for Colleges.                    |
| January 28-February 2, |                   | Final Examinations, First Semester.            |
| Saturday,              | February 2, noon, | First semester ends.                           |
| Tuesday,               | February 5,       | Second semester begins.                        |
| Wednesday,             | March 27, noon,   | Winter term ends.                              |
| Wednesday,             | April 3,          | Spring term begins.                            |
| Thursday,              | May 9,            | Commencement, Theological Seminary.            |
| June 10-June 15,       |                   | Final Examinations, Second Semester.           |
| Sunday,                | June 16,          | Baccalaureate Sermon.                          |
| Monday,                | June 17,          | Semi-Annual Meeting of the Board of Trustees.  |
| Tuesday,               | June 18,          | Alumni Day.                                    |
| Wednesday,             | June 19,          | Seventy-fourth Annual Commencement.            |
| Thursday,              | June 20,          | Summer vacation begins; Summer Session begins. |
| Friday,                | August 9,         | Summer Session ends.                           |

## COLLEGE YEAR OF 1907-08

## 1907

|            |               |  |
|------------|---------------|--|
| Tuesday,   | September 17, | Registration of students begins.                                   |
| Wednesday, | September 18, | Registration of students; First semester begins; Fall term begins. |

## 1908

|  |                    |                                     |
|--|--------------------|-------------------------------------|
| Wednesday,   | December 18, noon, | Fall term ends.                     |
| Wednesday,   | January 8,         | Winter term begins.                 |
| Thursday,  | January 30,        | Day of Prayer for Colleges.         |
| February 3-February 8                                      |                    | Final Examinations, First Semester. |
| Saturday,  | February 8, noon,  | First semester ends.                |
| Tuesday,   | February 11,       | Second semester begins.             |
| Thursday,  | April 1, noon,     | Winter term ends.                   |
| Wednesday,   | April 8,           | Spring term begins.                 |
| Thursday,  | May 13,            | Commencement, Theological Seminary. |
| <b>June 20-25—Celebration of Seventy-fifth Anniversary</b> |                    |                                     |
| Thursday,  | June 25,           | Seventy-fifth Annual Commencement.  |

## THE BOARD OF TRUSTEES

REV. HENRY CHURCHILL KING, D.D., PRESIDENT

### TERM EXPIRES JANUARY 1, 1907

|                                       |           |                       |
|---------------------------------------|-----------|-----------------------|
| FREDERICK N. FINNEY,                  | . . . . . | <i>St. Louis, Mo.</i> |
| EDWARD J. GOODRICH,                   | . . . . . | <i>Oberlin, O.</i>    |
| LOUIS H. SEVERANCE,                   | . . . . . | <i>New York City.</i> |
| LUCIEN C. WARNER, <sup>1</sup> LL.D., | . . . . . | <i>New York City.</i> |

### TERM EXPIRES JANUARY 1, 1908

|                               |           |                       |
|-------------------------------|-----------|-----------------------|
| WILLIAM C. COCHRAN,           | . . . . . | <i>Cincinnati, O.</i> |
| REV. FRANKLIN S. FITCH, D.D., | . . . . . | <i>Buffalo, N. Y.</i> |
| IRVING W. METCALF,            | . . . . . | <i>Oberlin, O.</i>    |
| MERRITT STARR, <sup>1</sup>   | . . . . . | <i>Chicago, Ill.</i>  |

### TERM EXPIRES JANUARY 1, 1909

|   |           |                       |
|---|-----------|-----------------------|
| AMZI L. BARBER,                         | . . . . . | <i>New York City.</i> |
| CHARLES F. COX,                         | . . . . . | <i>New York City.</i> |
| WILLIAM N. GATES,                       | . . . . . | <i>Elyria, O.</i>     |
| REV. DAN F. BRADLEY, <sup>1</sup> D.D., | . . . . . | <i>Cleveland, O.</i>  |

### TERM EXPIRES JANUARY 1, 1910

|                               |           |                       |
|-------------------------------|-----------|-----------------------|
| DUDLEY P. ALLEN, <sup>1</sup> | . . . . . | <i>Cleveland, O.</i>  |
| JOHN G. W. COWLES, LL.D.,     | . . . . . | <i>Cleveland, O.</i>  |
| REV. CHARLES S. MILLS, D.D.,  | . . . . . | <i>St. Louis, Mo.</i> |
| REV. HENRY M. TENNEY, D.D.,   | . . . . . | <i>Oberlin, O.</i>    |

### TERM EXPIRES JANUARY 1, 1911

|  |           |                             |
|--|-----------|-----------------------------|
| HON. THEODORE E. BURTON, <sup>1</sup> LL.D., | . . . . . | <i>Cleveland, O.</i>        |
| REV. CHARLES J. RYDER, D.D.,                 | . . . . . | <i>New York City.</i>       |
| CHARLES B. SHEDD,                            | . . . . . | <i>Chicago, Ill.</i>        |
| CHARLES M. HALL,                             | . . . . . | <i>Niagara Falls, N. Y.</i> |

### TERM EXPIRES JANUARY 1, 1912

|   |           |                          |
|---|-----------|--------------------------|
| H. CLARK FORD,                            | . . . . . | <i>Cleveland, O.</i>     |
| HOMER H. JOHNSON,                         | . . . . . | <i>Cleveland, O.</i>     |
| REV. SIDNEY D. STRONG, <sup>1</sup> D.D., | . . . . . | <i>Oak Park, Ill.</i>    |
| JAMES O. TROUP,                           | . . . . . | <i>Bowling Green, O.</i> |

<sup>1</sup> Elected by the Alumni.

## THE COLLEGE ADMINISTRATION—1906-07

### THE TRUSTEES : OFFICERS AND COMMITTEES

*President*, HENRY CHURCHILL KING

*Assistant to the President*, CHARLES W. WILLIAMS

*Treasurer*, JAMES R. SEVERANCE

*Secretary*, GEORGE M. JONES

*Appointments*.—Tenney, Allen, Cowles, Hall.

*Auditing*.—Troup, Tenney.

*Honorary Degrees*.—King, Cox, Fitch.

*Investment*.—King, Ford, Gates, H. H. Johnson, J. R. Severance, L. H. Severance.

*Nomination of Trustees*.—Warner, Cochran, Metcalf.

*Prudential*.—King, Doolittle, E. P. Johnson, Mrs. Johnson, G. M. Jones, Morrison, Root, J. R. Severance, St. John, Swing, Williams.

### JOINT COMMITTEES OF TRUSTEES AND FACULTY

*Administration Building*.—King, L. H. Severance, Doolittle, G. M. Jones, Peck, J. R. Severance, Miss Wolcott.

*Art Building*.—King, D. P. Allen, W. N. Gates, C. S. Mills, L. H. Severance, Mrs. Johnston, Martin, St. John.

*Biological Science Building*.—King, D. P. Allen, C. J. Ryder, Grover, L. Jones, Leonard.

*Chapel*.—King, H. H. Johnson, L. H. Severance, Doolittle, J. R. Severance, Morrison, Swing.

*Library*.—King, I. W. Metcalf, Bosworth, Root, St. John.

## OFFICERS AND COMMITTEES

lx

### THE COUNCIL: OFFICERS AND COMMITTEES

#### GENERAL COUNCIL

*Chairman, KING*  
*Vice-Chairman, ROOT*  
*Clerk, G. M. JONES*

*Appointment of Instructors and Adjustment of Work:—King, Bosworth, Cole, Morrison, Peck, St. John.*

*Budget:—Root, Bosworth, Jewett, King, Peck, St. John.*

#### COLLEGE COUNCIL

*Chairman, KING*  
*Vice-Chairman, ST. JOHN*  
*Clerk, G. M. JONES*

*Appointments:—King, Jewett, Root, St. John. Wager.*

*Budget:—St. John, Anderegg, Root.*

#### CONSERVATORY COUNCIL

*Chairman, KING*  
*Vice-Chairman, MORRISON*  
*Secretary, LEHMANN*

*Appointments:—Morrison,, Andrews, Carter, Sweet, Miss Wattles.*

*Budget:—Morrison, Heacox.*

### THE FACULTY: OFFICERS AND COMMITTEES

#### GENERAL FACULTY

*President and Chairman—KING*  
*Vice-Chairman, ROOT*  
*Clerk, G. M. JONES*

*Art Exhibition:—Martin, Cole, Mrs. Johnston, Lord, St. John.*

*Athletics:—Leonard, Miller, St. John, Savage. [See also Regulations of Athletic Sports.]*

*Care of Buildings:—See Committee of Prudential Committee.*

*Catalogue:—G. M. Jones, Bosworth, Peck, St. John, Miss Wattles.*

*Chapel Seating:—Miller, Mrs. Fargo, Miss Fitch, Fullerton, Peck, Miss Wolcott, Mrs. Woodford.*



*Commencement and Other Public Occasions:*

1. *General Arrangements*—St. John, Bosworth, Cowdery, Miss Fitch, Grover, G. M. Jones, King, Leonard, Morrison, Peck, Root, Wager, Williams.
2. *Entertainment of Guests*—Morrison, Burr, Mrs. Fargo, Swing.
3. *Processions and Seating*—Wager, Cole, Hastings, Lord.
4. *Alumni Dinner*—Cowdery, Branson, Caskey, Jameson, Luckey, Manning, Mosher.
5. *Decoratton*—Grover, Barry, Chapin, Kimball, Miss Oakes, Miss Thompson.
6. *Distribution of Tickets*—Leonard.

*Conference on Professional or Technical Study*:—St. John, Fullerton, Leonard, Wolfe.

*Discipline*:—Miller, Caskey, King, Morrison, Peck, St. John, Wager.

*General Art Interests*:—Grover, Barry, Dickinson, Kimball, Miss Oakes.

*Graduate Study and Degrees in Course*:—Anderegg, Cole, Fullerton, Hall, MacLennan, Wolfe.

*Gymnasium*:—*Men*, Leonard, Miller, St. John, Savage. *Women*, Miss Hanna, Miss Abbott, Miss Hosford, Miss Monroe, Miss Wattles.

*Honorary Degrees*:—King, Bosworth, Root, St. John, Wager, Wright.

*Intercollegiate Debate*:—Caskey, Hall, Root, Wager, Wolfe.

*Lectures and Entertainments*:—Hall, MacLennan, Morrison, Mosher, Swing, Wightman.

*Library*:—Root, Bosworth, Dickinson, Grover, Hall, St. John, Shaw, Wager, Wightman, Wolfe.

*Monthly Lectures*:—King, Bosworth, St. John.

*Musical Interests*:—G. M. Jones, Bosworth, Lord, Morrison, Peck.

*Nominations*:—King, Bosworth, Jewett, St. John.

*Outside Representation and Newspaper Correspondence*:—G. M. Jones, Cole, Currier, Lord, Wager.

*Petitions and Requests from Students*:—Jewett, Miss Fitch, L. Jones, Miller, Morrison.

*Printing and Clerk Hire*:—G. M. Jones, Caskey, Miller, Peck, Miss Wolcott.

*Regulation of Athletic Sports*:—Faculty, St. John, Miller, Savage; Alumni, R. O. Bartholomew, '05; A. G. Comings, '77; G. C. Jameson; Students, J. L. Breckenridge, '08; T. H. Harvey, '09; H. W. Splers, '07.

*Religious Work*:—Bosworth, Andrews, Cole, Cowdery, Heacox, Miss Hosford, Luckey, Shaw, Sweet, Wright.

*Requests for Work with Private Teachers*:—Peck, Miss Fitch, Mrs. Fargo, Miller, Mrs. Woodford.

*Secondary Schools*:—Miller, G. M. Jones, MacLennan, Peck, St. John.

*Situations for Graduates*:—Miller, Bohn, Miss Fitch, G. M. Jones, Wager, Williams.

*Social Occasions*:—Grover, Miss Abbott, Armstrong, Cowdery, Mrs. Fargo, Miss Fitch, Jameson, Kimball, Myers, Shaw, Wightman.

*Student Conferences*:—King, Bosworth, Miller, Morrison, St. John, Wager.

*Student Publications and Exercises*:—Jewett, Caskey, Wager.

*Summer School*:—MacLennan, Anderegg, Cole, Hall, Miller, Wolfe.

*Supervision of Appeals to Alumni*:—King, Bosworth, Dr. G. C. Jameson, G. M. Jones, Lord, Morrison, Root, St. John, Williams.

#### COLLEGE FACULTY

*President and Chairman*, KING

*Dean and Vice-Chairman*, ST. JOHN

*Clerk*, G. M. JONES

*Dean of College and Graduate Men*, MILLER

*Dean of College and Graduate Women*, MISS FITCH

*Assigning Officer*, CASKEY

*Advisory Officer*, WAGER

*Registrar*, MISS WOLCOTT

*Additional Work and Substitutions*:—Cole, Miss Abbott, Anderegg, Cowdery, Miss Fitch, Miss Hanna, Jewett, Lord, Miller, Wager, Miss Wolcott.

*Admission*:—G. M. Jones, Miss Abbott, Anderegg, Cole, Grover, Hall, L. Jones, Lord, St. John, Wager, Wightman, Miss Wolcott.

*Class Prayer-Meeting Leaders*:—*Seniors*, Bosworth; *Juniors*, Hall; *Sophomores*, Root; *Freshmen*, King, Miss Fitch.

*Course of Study*:—Miller, MacLennan, Wager.

*Failure in Scholarship*:—Miller, Branson, Cole, Cowdery, Miss Fitch, Miss Wolcott.

*Free Tuition and Beneficiary Aid*:—*Men*, G. M. Jones, Anderegg, Jewett, Miller, Wightman. *Women*, Miss Hosford, Miss Abbott, Mrs. Fargo, Miss Fitch, Miss Hanna.

*Nominations*:—King, Anderegg, Jewett, St. John, Wager.

*Schedules*:—Caskey, Anderegg, Grover, Lord, Wager.

## THEOLOGICAL FACULTY

*President and Chairman, KING*

*Dean and Vice-Chairman, BOSWORTH*

*Secretary and Registrar, FULLERTON*

*Advertising, Newspaper Correspondence, and Printing:—Bosworth, Fullerton, Miskovsky.*

*Catalogue:—Fullerton, Bosworth.*

*Commencement:—Swing, Caskey, Currler, Miskovsky.*

*Council Hall:—Fullerton, Bosworth, Miskovsky.*

*Curriculum:—Bosworth, Fullerton, Swing.*

*Endowment:—Bosworth, King, Currler, Swing.*

*Finance and Budget:—Bosworth, King, Swing.*

*Outside Representation and Lectures:—Swing, Fullerton, Wright.*

*Pulpit Supplies:—Currler, Fullerton, Bosworth.*

*Scholarships and Loans:—Currler, King, Swing.*

*Slavic Department:—Miskovsky, Bosworth, Currler, Swing.*

*Student Employment Fund:—Currler, Bosworth, Wright.*

## CONSERVATORY FACULTY

*President and Chairman, KING*

*Director and Vice-Chairman, MORRISON*

*Secretary, LEHMANN*

*Dean of Conservatory Women, MRS. WOODFORD*

*Artists' Recitals:—Morrison, Adams, Breckenridge.*

*Graduation:—Morrison, Dickinson, Heacox, Mrs. Woodford, and other teachers of candidate in question.*

## ACADEMY FACULTY

*President and Chairman, KING*

*Principal and Vice-Chairman, PECK*

*Secretary, MISS HOSFORD*

*Dean of Academy Women, MRS. FARGO*

*Appointments and Budget:—Peck, Miss Brownback, Miss Hosford, Shaw, Miss Smithe, Miss Thompson.*

## PRUDENTIAL COMMITTEE: OFFICERS AND COMMITTEES

*Chairman, KING**Secretary, G. M. JONES**Advertising:—G. M. Jones, Severance.**Arboretum:—Grover, Williams.**Boarding Halls:—Root, Johnson, St. John.**Budget:—Root, St. John, Swing.**Buildings and Grounds:—C. P. Doolittle, King, Morrison.**Janitors:—Botanical Lab., Severance Lab., Geological Lab., French, Peters, Society, Spear, Sturges, C. P. Doolittle; Men's Gymnasium, Leonard; Warner, Morrison; Women's Gymnasium, Miss Hanna; Council, Bosworth.**Rented Buildings:—Doolittle, Morrison, Severance.**Superintendent of Buildings and Grounds:—C. P. Doolittle.**Use of Peters Hall:—St. John.**Use of Sturges Hall:—Miss Fitch.**Use of Warner Gymnasium:—Leonard.**Use of Women's Gymnasium:—Miss Hanna.**Use of Other Buildings:—C. P. Doolittle.*

## THE WOMEN'S BOARD OF MANAGERS

*Dean of College and Graduate Women:—Miss Florence M. Fitch.**Dean of Conservatory Women:—Mrs. Harmonia W. Woodford.**Dean of Academy Women:—Mrs. Edith C. Fargo.**Term Expires 1907:—Miss Arletta M. Abbott, Mrs. M. J. P. Hatch.**Term Expires 1908:—Mrs. Kate W. Morrison, Mrs. Alice M. Swing.**Term Expires 1909:—Miss Frances J. Hosford, Miss Delphine Hanna.*

## ADVISORY COMMITTEES

## SEMINARY

Frank S. Fitch,<sup>1</sup> D.D., '70, 45 Lexington Ave., Buffalo, N. Y., Chairman.

Edward T. Harper,<sup>2</sup> '81, 730 West Adams St., Chicago, Ill.

Casper W. Hiatt,<sup>3</sup> D.D., t. '85, 820 Logan Ave., Cleveland, O.

## ACADEMY

Merritt Starr,<sup>1</sup> '75, 916 Monadnock Block, Chicago, Ill., Chairman.

Oscar S. Kriebel,<sup>2</sup> '89, Perkiomen Seminary, Pennsburg, Pa.

Rovillus R. Rogers,<sup>3</sup> '76, 627 East 6th St., Jamestown, N. Y.

## CONSERVATORY

Lucien C. Warner,<sup>1</sup> '85, 634 Broadway, New York, N. Y., Chairman.

Mrs. Helen Tupper-Kinder<sup>2</sup> (Mrs. W. H.), c. '85, 824 Washington Ave. Findlay, O.

George B. Siddall,<sup>3</sup> '91, 1015 Garfield Building, Cleveland, O.

## DRAWING AND PAINTING

Irving W. Metcalf,<sup>1</sup> '78, Oberlin, O., Chairman.

Arthur S. Kimball,<sup>2</sup> Oberlin, O.

Alfred V. Churchill,<sup>3</sup> h. '98, Smith College, Northampton, Mass.

## LIBRARY

Charles S. Mills,<sup>1</sup> D.D., h. '01, 5139 Westminster Place, St. Louis, Mo., Chairman.

Mrs. Salome Cutler Fairchild<sup>2</sup> (Mrs. E. M.), 29 S. Pine Ave., Albany, N. Y.

Charles P. Treat,<sup>3</sup> '70, 80 Broadway, New York, N. Y.

## ANCIENT LANGUAGES

Dan F. Bradley,<sup>1</sup> D.D., '82, 2905 Fourteenth St., S. W., Cleveland, O., Chairman.

Sydney D. Strong,<sup>1</sup> D.D., '81, Pilgrim Congregational Church, Seattle, Wash., Chairman.

A. B. Bragdon,<sup>2</sup> Monroe, Mich.

## MODERN LANGUAGES

Sydney D. Strong,<sup>1</sup> D.D., '81, Pilgrim Church, Seattle, Wash., Chairman.

William I. Thomas,<sup>2</sup> University of Chicago, Chicago Ill.

Henry T. West,<sup>3</sup> '91, Kenyon College, Gambler, O.

<sup>1</sup> Term expires January 1, 1908.

<sup>2</sup> Term expires January 1, 1909.

<sup>3</sup> Term expires January 1, 1910.

## PHILOSOPHY

Henry M. Tenney,<sup>1</sup> D.D., Oberlin, O., Chairman.  
Pitt G. Knowlton,<sup>2</sup> '90, Fargo College, Fargo, N. D.  
Raymond H. Stetson,<sup>3</sup> '93, Beloit College, Beloit, Wis.

## HISTORY

James O. Troup,<sup>1</sup> '70, Bowling Green, O., Chairman.  
John R. Commons,<sup>2</sup> '88, 812 W. Johnson St., Madison, Wis.  
George B. Heazelton,<sup>3</sup> '79, Hayward Building, San Francisco, Cal.

## MATHEMATICS

Homer H. Johnson,<sup>1</sup> '85, 1009 American Trust Building, Cleveland, O.,  
Chairman.  
Walter N. Crafts,<sup>2</sup> '92, Oberlin, O.  
Albert M. Johnson,<sup>3</sup> 2735 Michigan Ave., Chicago, Ill.

## THE BIOLOGICAL SCIENCES

Dudley P. Allen,<sup>1</sup> '75, 260 Euclid Ave., Cleveland, O., Chairman.  
Charles J. Chamberlain,<sup>2</sup> '88, University of Chicago, Chicago, Ill.  
Charles A. Kofold,<sup>3</sup> '90, University of California, Berkeley, Cal.

## THE PHYSICAL SCIENCES

H. Clark Ford,<sup>1</sup> 917-921 Williamson Building, Cleveland, O., Chairman.  
Charles M. Hall,<sup>2</sup> '85, 136 Buffalo Ave., Niagara Falls, N. Y.  
Robert A. Millikan,<sup>3</sup> '91, University of Chicago, Chicago, Ill.

## ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR MEN

William C. Cochran,<sup>1</sup> '69, 313 Johnston Bldg., Cincinnati, O., Chairman.  
Thomas D. Wood,<sup>2</sup> '88, 500 W. 121st St., New York, N. Y.  
James B. Dill,<sup>3</sup> 27-29 Pine St., New York, N. Y.

## ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR WOMEN

Charles F. Cox,<sup>1</sup> '69, Grand Central Station, New York, N. Y., Chair-  
man.  
Miss Harriet L. Keeler,<sup>2</sup> '70, 93 Olive St., Cleveland, O.  
Mrs. Agnes Warner Mastick<sup>3</sup> (Mrs. S. C.), '92, 35 Mount Morris Park,  
W., New York, N. Y.

## ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

Hon. Theodore E. Burton,<sup>1</sup> '72, 709 Society for Savings Building,  
Cleveland, O., Chairman.  
Thomas N. Carver,<sup>2</sup> Harvard University, Cambridge, Mass.  
E. Dana Durand,<sup>3</sup> '93, 3325 Holmead Place, Washington, D. C.

<sup>1</sup> Term expires January 1, 1908.

<sup>2</sup> Term expires January 1, 1909.

<sup>3</sup> Term expires January 1, 1910.



# Annual Report for 1905-06

Presented by the President to the Trustees at the Annual Meeting, December 5, 1906

*To the Board of Trustees of Oberlin College:*

GENTLEMEN: As President of the College I have the honor to submit the following report, for the academic year 1905-06.

## I. TRUSTEES

### *Death of Reverend Judson Smith, D.D.*

It is once more necessary to begin this report with the record of the death of one of the trustees.

Dr. Smith was born in Middlefield, Massachusetts, June 28, 1837, and died, after an illness of several weeks, from the rupture of a blood vessel of the brain, at his home in Roxbury, Massachusetts. He graduated from Amherst College in the class of 1859, and later received from his Alma Mater the degrees of Master of Arts and of Doctor of Divinity. He was a graduate of Oberlin Theological Seminary in the class of 1863. With the exception of two years, spent in teaching at Williston Seminary, 1864-66, Dr. Smith's entire service as a teacher was spent at Oberlin College. He served the College in different departments for a period of twenty years: as tutor in Latin and Greek from 1862 to 1864; as Professor of the Latin language and literature from 1866 to 1870; as Professor of Church History in the Theological Seminary from 1870 to 1884, and at the same time—from 1872 to 1884—as Lecturer on General History in the College Department.



In the year 1884, Dr. Smith resigned his professorship at Oberlin to take an appointment as Secretary for the American Board of Commissioners for Foreign Missions, and he continued in that important work up to the time of his death. He did valuable service in visiting the missions of the Board in Turkey in 1888, and the missions in Japan and China in 1898; and he was chairman of the General Committee of the remarkable Ecumenical Missionary Conference held in New York in 1900.

In 1891 he was elected by the alumni as one of their representatives on the Board of Trustees and remained an alumni Trustee to the time of his death—a period of fifteen years. Dr. Smith was ordained to the ministry in the year 1866.

One is not likely to overestimate what it means to an institution, that there should be given to it thirty-five years of the best service of such a man as Dr. Smith—twenty years as an instructor, and fifteen years as a trustee. With high standards of classical scholarship, Dr. Smith was an almost ideal teacher of Latin. He was as well a stimulating lecturer on history; and he brought to all his work in the College a personality naturally strong and commanding. A man of broad vision, he came to his work as Foreign Missionary Secretary with marked historical feeling, and so always saw the work of missions as a great world-wide movement. Always the courteous Christian gentleman, clear, definite and pronounced in his views, with extended experience in large affairs, taking with serious consideration his duties as a trustee, he could not fail to be an exceedingly valuable member of the Board of Trustees, and he leaves a vacancy not easily to be filled.

No one who came into contact with Dr. Smith could fail to be impressed—to use the terms of his pastor, Dr. Albert H. Plumb—with his courageous, exuberant, and ex-

ultant spirit. And what he had to give personally in intimate relations has been beautifully expressed in Dr. Plumb's tribute. "It was an experience," he says, "enlightening and exalting to know him in the world of his home life. His face told the story there, that classic face, glowing in every line with thoughtful regard for each and all, lighting with sparkling humor, with brilliant flashes of poetic sentiment, interpreting his heart, as all found refreshment, solace, and cheer from the ready utterance of his kind and wise lips."

There is appended for permanent record here the minute which I have asked Dr. Tenney to prepare upon the death of Dr. Smith for the Trustee records:

The death of the Rev. Judson Smith, D.D., which occurred at his home in Boston, Mass., June 29, 1906, removes from the membership of the Board of Trustees of Oberlin College a man of rare culture and consecration, an honored and beloved co-worker, and a devoted friend of this Institution.

Dr. Smith's connection with Oberlin dates from the year 1859, when, having recently completed his collegiate studies in Amherst College, he entered the Oberlin Theological Seminary, from which he was graduated with the Class of '63. During his Seminary course and for a year thereafter he served as Tutor of Latin and Greek in the College. In 1866 he was appointed to the Chair of Latin in the College, which position he filled until 1870, when he was made Professor of Church History and Positive Institutions in the Seminary. After fourteen years of distinguished service in the Chair he was called in 1884 to become Secretary for Foreign Correspondence of the American Board of Commissioners for Foreign Missions. In this service he completed his life work, and at the time of his death stood as one of the most conspicuous figures in the foreign missionary world.

Dr. Smith became a member of this Board in 1891, and during the fifteen years of his connection with us has rarely been absent from our meetings, has served upon our most important committees, has been a wise and far-seeing counsellor, and has given unstintedly of his best for the welfare of this institution. While serving with us, Dr. Smith has also been a Trustee of Williston Seminary, in which

school he received his preparatory training, and of Mount Holyoke College.

A man of commanding presence, of persuasive speech, of strong and clear intellect and deep convictions, an honored and successful teacher and Christian statesman of the highest type, a valued companion and fellow laborer, the members of this Board express their sense of the seriousness of his loss to the College, the Church, and the world, and offer this tribute to his memory.

### *Election of Members*

At the last annual meeting of the Board Mr. H. Clark Ford, Mr. Homer H. Johnson, Dr. Sidney D. Strong, and Mr. James O. Troup, were elected to succeed themselves for the term ending January 1, 1912, Dr. Sidney D. Strong being elected by the alumni as their representative for this term.

The terms of office of Mr. Frederick N. Finney, Mr. Edward J. Goodrich, Mr. Louis H. Severance, and Dr. Lucien C. Warner expire January 1, 1907. A successor to Dr. Lucien C. Warner as Alumni Trustee for this term has already been elected by vote of the alumni, and will be reported for the first time, according to custom, at this meeting of the Board. The Alumni Trusteeship for the term expiring January 1, 1909, was also made vacant by the death of Dr. Judson Smith. This vacancy, too, has been filled by the election of the alumni. There should be noted here the service which the Alumni Magazine is rendering in its articles, in the October number, on the candidates for Alumni Trustee. The alumni certainly ought to be able to vote more intelligently in the light of these careful articles. The successors of Mr. Finney, Mr. Goodrich and Mr. Severance should be elected by the Trustees at the coming meeting.

### *The Work of the Trustees*

The *Constitution and By-Laws* as finally revised by the Trustees at their last meeting, have now been put into print and

appear as one of the documents included in these annual reports. The College, thus, for the first time, has generally accessible a full printed copy of the constitution and by-laws under which its work is conducted. Last year, this report commented on the importance of this codification, and expressed, as I wish once more to do, the indebtedness of us all to those who have labored to bring this codification to successful completion.

The past year has given renewed evidence of the interest of the Trustees, and of the vigor of their services, in the indispensable help rendered by them in bringing to successful completion by July 1, 1906, the new half-million fund. The President and the Assistant to the President both wish to recognize the invaluable contribution made, at the critical point, by the confidence, enthusiasm, resourcefulness and personal help of the members of the Board. The College is to be warmly congratulated that so large a movement could be successfully carried through, without a campaign that should burn the ground over and make almost impossible any further financial effort for some time.

It is impossible for one to review the list of the Trustees and to note the important and many-sided interests and enterprises in which they are engaged, and not get a fresh appreciation of what it means to the College to have the benefit of their time and thought and effort. They stand for the College in a peculiarly authoritative and representative way.

The various Trustee committees call for considerable time from the Trustees, but the College is particularly indebted to those Trustees who serve so unstintedly through the year in guarding the interests of the College in their work as members of the Investment Committee.

*Important Official Actions*

Especially for the benefit of the alumni and friends of the College, there is here brought together a brief summary of the more important actions of the Trustees during the year covered by this report. Aside from the election of the members of the Board, already given, and the appointments, a full list of which will be found in a later section of the report, under the heading *Faculty*, these actions may be summarized as follows:

At the Annual Meeting, November 22, 1905

Perhaps the most important single action of the Trustees at this meeting was the vote to apply the income of \$100,000 from the Boston donor, when that should become available, toward increasing the salaries of full professors to the extent of \$200 each. This action was taken upon the personal recommendation of the President, and with the approval of the Boston donor.

The \$100,000 from the Boston donor came in during the summer, and, in accordance with this action of the Trustees, the Prudential Committee voted, August 4, that twenty-four full professors have their salaries increased \$200 per annum, beginning September 1, 1906. In line with this increase of the salaries of full professors in the other departments, and to retain, as far as possible, the equality of the salaries of teachers of the same rank in different departments, the Prudential Committee voted, October 18, upon the recommendation of the Director of the Conservatory of Music, that the salaries of full professors in the Conservatory should be \$1600 per year for the first five years of service as full professors, \$1800 for the next five years of service, and \$2000 thereafter. In accordance with this action, the salaries of five professors in the Conservatory of Music were increased by \$200, these increases

to take effect with the year beginning September 1, 1906. A similar action was taken concerning the salary of the Director of the Conservatory. In connection with the increase of the salaries of professors, it should be noted that at the Semi-Annual meeting of the Trustees it was also voted to adopt the general policy that the salaries of college instructors be \$800 for two years, \$900 for the next two years, and then \$1000. This involves an ultimate increase of \$200 in the salaries of instructors.

I am sure that few more important actions than this increasing of salaries have been taken by the Trustees in recent years. The Trustees have themselves long recognized the need of such increase of salaries; and, while it is true that the advance now made does not at all keep pace with the increase in the cost of living, the action does register an important step in the right direction. It should be clearly recognized, however that there is great need that the salaries already advanced should be still further increased, and that the salaries of other teachers be brought up in proportion, if the health, efficiency, and breadth of work and interest of the Faculty are to be maintained at their best. I suppose that it is literally true to say, that it is decidedly more difficult for the College professor of today to meet the inevitable financial demands upon him, than it was for the College professor of twenty-five years ago to meet his similar demands. It is impossible at present for the members of the Faculty to meet their general social obligations, and to get the facilities for work and the time for rest and for growth that are essential to their widest usefulness.

An important step in the development of the department of Physical Training was taken by the Trustees in the appointment of Mr. Charles Winfred Savage as Associate Professor of Physical Training and Director of Athletics. This appointment looks to the bringing of the entire physical life of the men under skilled supervision. Its full significance is pointed out

in the report of Dr. Fred E. Leonard, Director of the Men's Gymnasium.

Action was also taken looking to the remodeling and the enlargement of the Women's Gymnasium, to meet the insistent demands of the Course in Physical Training for Women, and of the greatly increased numbers of women enrolled in the College. The plan first presented to the Board of Trustees was later changed by the Prudential Committee, under date of May 21, to include, with Mr. Rockefeller's consent, the remodeling of the skating floor. This change provided greatly increased facilities for a comparatively small increase of expense, and will enable the College to meet, really very well, the pressing needs of the women in this direction.

Upon the recommendation of the principal of the Academy it was voted to approve, for a trial period of two years, a yearly athletic fee of two dollars, to be collected, along with the regular term bills, from all the young men in the Academy. The Academy Faculty believe that this is the best way in which the difficult problem of Academy athletics can be effectively handled under adequate supervision.

**At the Semi-Annual Meeting, June 18, 1906**

Besides passing upon the entire list of appointments for the year, receiving reports from various standing committees and approving the Faculty recommendations as to degrees and diplomas, the Trustees, at the semi-annual meeting in June, took action also upon the following important points :

It was voted that hereafter all reports and recommendations that are to be presented to the Trustees, including the minutes of the Board of Trustees and of the Prudential Committee, be sent to each Trustee before the meeting at which they are to be presented, and that these reports contain enough detail to enable the Trustees to understand all the points involved. In

connection with the preceding vote, the officers of the College were directed to do everything in their power to reduce the amount of time necessary to be devoted, in the Trustee meeting, to routine business. Much of what is contemplated in this motion, it should be said, has been already done; but this action represents a final step in the determination, shared by all the officers of the College, that there should be put at the disposal of the Trustees the fullest information possible in preparation for their regular meetings, so that all actions of the Trustees may be taken with full intelligence, and so that the exceedingly valuable time of the regular meetings may be devoted as fully as possible to measures looking to the further improvement and development of the work of the College.

It was voted that the date of the annual meeting hereafter be the first Wednesday in December. This change was made to avoid the date of the annual meeting of the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching, of which the President is a member.

In line with a like policy already adopted for the young men, it was voted, upon the recommendation of the Faculty, and in view of the greatly enlarged facilities of the remodeled gymnasium, that a gymnasium fee of two dollars per year be charged hereafter, for all young women of the institution.

In view of the result of the careful inquiry of the Prudential Committee, and by their recommendation, it was voted that the Trustees do not think it wise at the present time to use the investment funds of the College for the erection of additional dormitories for women.

It was voted that the gifts from Miss Anne Walworth of Cleveland for the Slavic Department, consisting of property estimated at \$75,000 and \$10,000 by bequest, be combined with the previously existing Walworth Fund of \$15,275, now



listed in the University Endowment, the whole to form a new fund to be known as the *Anne Walworth Fund*.

The President made a report upon the Carnegie Foundation for the Advancement of Teaching, and presented for the approval of the Board the following resolution required of institutions benefitting by the Foundation: "Resolved, that no denominational test is imposed in the choice of trustees, officers, or teachers, or in the admission of students; nor are distinctly denominational tenets or doctrines taught to the students." It was voted to adopt this resolution in the form presented, and the Secretary was directed to send a certified copy of this action to the President of the Carnegie Foundation. The great value to the College of the retiring allowances, so made possible, is beyond all doubt.

A committee, consisting of Messrs. Allen and Tenney and the President, was appointed to consider the question of the age limit for the retirement of teachers who should receive the retiring allowance under the terms of the Carnegie Foundation.

It was voted to approve of the celebration, in June, 1908, of the *seventy-fifth anniversary* of the founding of the College, and the officers of the College were directed to go forward with the necessary arrangements for this celebration.

It was voted to adopt the report of the special committee, consisting of Dr. Warner, Dr. Tenney and Mr. Root, upon the question of the financial relation of the Conservatory to the entire institution, thus revising Section V, Article IV, of the By-Laws.

The Trustees expressed their unwillingness to go on with plans for the chapel that should provide for a seating capacity of only fifteen hundred.

The *budget* for the college year following is always adopted at the semi-annual meeting in June, and there is pre-

sented, therefore, at this point an outline of the budget for the college year 1906-07.

**Budget for 1906-07**

*Income*

|                            |              |
|----------------------------|--------------|
| University .....           | \$ 27,339.00 |
| College .....              | 67,050.00    |
| Theological Seminary ..... | 12,720.00    |
| Slavic Department .....    | 3,600.00     |
| Academy .....              | 15,000.00    |
|                            | <hr/>        |
|                            | \$125,709.00 |

*Expenses*

|                         |              |
|-------------------------|--------------|
| University .....        | \$ 37,300.00 |
| College .....           | 54,276.00    |
| Seminary .....          | 13,023.00    |
| Slavic Department ..... | 3,600.00     |
| Academy .....           | 17,350.00    |
|                         | <hr/>        |

|                       |              |
|-----------------------|--------------|
| Total .....           | \$125,699.00 |
| College Surplus ..... | 12,824.00    |

*Deficit*

|                   |              |
|-------------------|--------------|
| University .....  | \$ 9,961.00  |
| Seminary .....    | 503.00       |
| Academy .....     | 2,350.00     |
|                   | <hr/>        |
| Total .....       | \$ 12,814.00 |
| Net Surplus ..... | 10.00        |

*The Conservatory of Music*

|                            |            |
|----------------------------|------------|
| Income .....               | 65,165.00  |
| Expenses .....             | 63,050.50  |
|                            | <hr/>      |
| Conservatory Surplus ..... | \$2,115.00 |

The budget, as adopted by the Trustees, goes into full detail; and it is worth saying once more, that by the vote of the Trustees, January 23, 1902, the budget as adopted is to be

"considered as appropriations, and the amount for various expenses shall not be exceeded without the special authorization of the Prudential Committee."

No honorary degrees were voted by the Trustees at this meeting.

It should, however, be specially mentioned that the degree of Bachelor of Music was conferred upon seventy-one persons who graduated from the Conservatory previous to 1906. These cases had all been carefully investigated by the Conservatory Faculty, and were recommended as fully meeting the requirements of the degree as now given.

#### *Important Prudential Committee Actions*

As the *Prudential Committee* is empowered by the Trustees to act for them *in interim*, it is appropriate that a brief summary of the more important *actions* of that Committee, not elsewhere covered in this report, should find record here, since these actions become Trustee actions upon their approval by the Trustees.

On December 14, 1905, in view of the gift of Miss Anne Walworth for the Slavic Department, a committee was appointed to confer with the committee of the so-called *Slavic Department* (for which the Trustees had hitherto assumed no financial responsibility) to recommend the regular adoption of the Slavic Department into the organization of the College, and the precise financial relation that should exist between the Department and the College. That committee reported April 26, and the report of the committee was adopted. This important report is here given entire:—

Whereas, *Miss Anne Walworth*, of Cleveland, has recently given to Oberlin College a sum estimated at \$85,000.00, with the request that the income be devoted to the Slavic Department, while such a department is necessary, and whereas such a department at the

present time, and for the immediate future, seems especially needed; therefore

Voted, that we recommend to the trustees that the Slavic Department, heretofore carried on by outside financial support, be assumed as part of the work of Oberlin College, subject to the following provisions:—

1. The said Slavic Department, so long as it shall exist, shall be wholly sustained from the Walworth endowment, and from such other sums as may be given for this specific object.

2. The income available for the Slavic Department shall be held liable:

- 1st. For direct expenses of the Department including instruction, management, including traveling expenses; support of students; library and other equipment.

- 2nd. For indirect expenses of the Department, including,—charge for each student to cover his share of the general University expenses; a charge for incidentals in the Theological Seminary, and for room rent and use of Council Hall by students or by the Department; a charge for all instruction given to students of the Slavic Department in the College, the Academy, or the Conservatory.

3. All income of the Walworth Fund not required to meet such expenses is to be at the disposal of the Board of Trustees, in accordance with the proviso of Miss Walworth's gift, which reads: "If the whole amount of the income derived from the property is not required for that department it is my wish that the income derived from the property may go to the different departments of the college in need of it.

4. The Slavic Department shall submit, each year, through the Theological and General Councils, a budget which, when approved by the Trustees, shall be the basis of expenditure for the year following. No expenditure in excess of the budget shall be made, except by the authority of the Trustees, or their Prudential Committee.

5. The Slavic Department shall be in charge of a Head, to be called the Principal of the Slavic Department, who shall have charge of the instruction and management of the Department, and shall issue orders on the Treasurer of the College for expenses incurred under the budget, or by other authority from the Trustees.

6. For the present, the Department shall be connected with the Theological Seminary and the determination of its different lines of

work, and its policy shall be a part of the work of the Faculty of the Theological Seminary.

In line with this report, Mr. L. F. Miskovsky, who had so long served as Principal of the Department before its regular incorporation in the College, was duly recognized as Principal of the Slavic Department and Professor of the Bohemian Language, with the salary of a full professor.

On January 11, 1906, the following important recommendations from the Faculty with reference to the *Summer School* were adopted:

(1) That for the various plans now in vogue of paying for instruction in the different kinds of courses there be substituted the uniform plan of paying for all courses—College, Academy, Normal or Training—a fixed salary without prospect of dividend from surplus earnings; for the present year the salaries to be at the rate, for a five-hour course, of \$70 for a professor, \$60 for an associate professor, and \$50 for an instructor.

(2) That in view of these changes, the Prudential Committee be asked to sanction the use of the fund already granted by the Trustees as a guarantee for the normal courses, as a guarantee on like terms for the entire expense of the school; with the understanding that any surplus shall then be the property of the College.

(3) That it be the policy of the Faculty, with the continued growth of the Summer School, that the salaries of teachers shall advance to the ratio of \$100 for a professor, \$80 for an associate professor, and \$60 for an instructor.

The President thinks there can be no doubt that the policy thus laid down for the Summer School is a distinct gain over the various plans hitherto in vogue.

On March 8, it was voted to approve of carrying out the general recommendations of Mr. J. H. Morgan, State Inspector of Shops and Factories, with reference to fire-escapes and other fire protection for college buildings.

In accordance with the recommendations of Professor-elect Maynard M. Metcalf, it was also voted to approve of the

necessary changes required for fitting Spear Library Building, when it should be released by the Library, to meet the needs of the Department of Zoology, the cost being estimated at about \$5,000.

The committee on the *new library building* were authorized to secure complete plans for the building from Patton & Miller. In connection with this vote, it may be added that on October 18, in view of the fact that none of the bids on the library building came within the sum designated for the building, \$125,000, it was voted to reject all bids and readvertise for bids early in December.

At various times during the year three different plans for the *new chapel building* were considered by the committee. The bids for the most satisfactory plans were considerably beyond \$100,000, the sum available for the building; and the other plans proposed either affected so much the convenience of the building, or so cut down the seating accommodations that, in view of the judgment of the Trustees, it seemed impossible to proceed.

The President may perhaps express his personal judgment that the experience with the bids, both on the chapel and on the library building, indicate that it is highly improbable that, with anything like the present cost of materials, it will be possible to erect, within an expense of \$100,000, a chapel building at all satisfactory architecturally, that shall seat at the same time as many as two thousand persons. It is his growing conviction that, in the end, it will probably be more satisfactory to erect a separate inexpensive concert hall and not attempt to seat so many in the chapel building.

There seems grave danger of not getting quite what is wanted for either purpose in the attempt to combine the two ideas of concert hall and chapel. And a building that would accommodate somewhat more than two thousand—the largest

number we could possibly hope to provide for in the chapel building—seems in itself desirable for the musical interests. Such a building is called for not only by our holiday and commencement concerts, but by the May festival concerts, by all orchestra concerts and by a number of others in the Artist Recitals course. We are now in the rather curious position of endeavoring to develop in the community and vicinity a musical constituency, most of whom, for lack of room, we are obliged to shut out from much of the best music. An inexpensive concert hall, built in an inconspicuous place, would meet this need and enable us to do a musical service for the people of the vicinity not now possible.

The President is strongly convinced also that, for the best results from the chapel exercises, the audience cannot well go regularly beyond about sixteen hundred. It is a question of the effectiveness of the services, not simply a question of the number who can barely be brought within hearing of the speaker or leader. If a limit is not to be set to the number of students to be received, the student body in any case at the present rate of increase will soon outgrow any chapel building we could erect. We must look, then, before long, to some division of the student body; and for the sake of the Academy itself, the provision for a separate Academy chapel exercise would often be advantageous; it would make possible the presentation of many matters needed by students of Academy rank, that must now be largely neglected.

If this separation of the concert feature, and this limitation of numbers could be agreed on, it seems as if it might be possible to go forward promptly to a satisfactory solution of the chapel problem.

It might also be noted in this connection that the officers of the First Church have expressed to the College their official desire that the First Church be not used, after the present year,

for chapel purposes. It seems very important, therefore, that some prompt action should be taken to provide for the chapel exercises.

On April 5, in accordance with the recommendation from the Faculty, it was voted to approve the installation during the summer of a system of electric gongs in all the recitation buildings, to be operated from a central clock, the expense being estimated at \$200. It may be added that the installation of the gongs shows that they have distinctly contributed to the prompt carrying out of the schedule of classes.

On June 15, on account of the increased cost of living and because the *boarding halls* at present prices were not really meeting the charges legitimately to be referred to them, the committee voted to make the following increases in the prices to be charged at the various halls:

*Baldwin Cottage*—increase in room rent twenty-five cents per week; increase in board twenty-five cents per week (former price of board, \$3.00); *Talcott Hall*—increase in room rent fifteen cents per week; increase in board ten cents per week (former price of board, \$2.75); *Lord Cottage*—increase in room rent fifteen cents per week; increase in board twenty cents per week (former price of board, \$2.40); *Stewart Hall*—increase in board ten cents per week (former price of board, \$2.25).

On August 4, it was voted to authorize the expenditure by the Secretary of the sum of \$1000, during the year 1906-07, to make a beginning upon the *general catalogue of all former students*, this amount to be charged to the expense account of the Seventy-fifth Anniversary of 1908. A beginning has thus been made upon this very important work, already informally approved by the Trustees. The President believes that such a general catalogue of all former students, though its preparation must be a very large task, will nevertheless richly repay the College in many ways, and it seems especially ap-



propriate that it should be planned that the catalogue should appear in connection with the Seventy-fifth Anniversary.

Three interesting votes by the committee, October 18, may well find place here, though strictly falling outside the year covered by this report:

The vote to remodel the Squire House for the use of the Geological Department, and to furnish three additional recitation rooms for college classes; the vote to allow \$250 from the College Budget toward the expense of the running of Council Hall, on account of the large use of that building now made for general college purposes; the vote to provide toilet facilities at Talcott Hall, Baldwin Cottage, and Lord Cottage, for the convenience of the men who take their meals at those dormitories.

The extensive use of Council Hall for general college purposes and the conversion of the Squire House into a recitation and laboratory building are compelled by the pressure of additional numbers and classes. The College is at present using apparently every available resource to meet the demand for recitation rooms. Even the use of Sturges Hall, of the Academy buildings, of Council Hall, and of the remodeled Squire House will barely meet immediate needs. The uses of Council Hall for general college purposes are indicated in the following statement from Professor Bosworth:

First, four college classes now meet regularly in Council Hall, with an aggregate attendance of 446 each week. Second, Council Hall is used for after-chapel meetings, particularly meetings of entire classes. Many weeks probably an aggregate of from 500 to 1000 students attend these meetings. Third, Council Hall is used for many special meetings of college students, e.g., Bible classes, mission study classes, student volunteers, foot ball coach and team, committee meetings of college student organizations, etc., etc. Fourth, the College rents a room in Council Hall as an office for the Secretary of the Young Men's Christian Association. This makes the building head-

quarters for the Young Men's Christian Association and brings large numbers of students into the building each week.

In view of this large use of the Hall it seemed only appropriate that the expense of its maintenance should be partly borne by the College Department.

The remodeling of the Squire House will give very good accommodations to the Geological Department, and with this change each one of the sciences of Chemistry, Zoology, Botany, and Geology will have a separate building.

## II. DONORS

### *The New Half Million Fund*

The great achievement of the year, on the financial side, has been, of course, the completion of the new Half Million Fund. The completion of such a fund for endowment and equipment, within four years and a half after finishing the previous Half Million Endowment Fund, is certainly cause for congratulation on the part of all the alumni and friends of Oberlin College. This achievement was begun and really made possible by the conditional offer from the anonymous Boston donor of \$100,000. And the College is greatly indebted to this friend for the greatest consideration in extending the time for the completion of the Fund, and for his interest in the work of the College, shown in many ways. It would hardly be possible for any donor to show a more considerate helpfulness.

The Half Million Fund, as completed June 30, 1906, contained a total of \$501,608. This was divided under the following funds: \$125,000 for a new library building given by Mr. Andrew Carnegie; \$100,000 for library endowment; \$100,000 from the anonymous donor in Boston for the increase of salaries of teachers in the College and Seminary; \$25,000 for an art building and its endowment, including, besides the orig-

inal Olney \$10,000 endowment, \$10,000 from Miss Kora F. Barnes of New York, and \$5,000 from an anonymous New York donor; \$5,000 from Miss Grace Sherwood of Chicago for the Barrows Memorial Building for Men; and \$146,608 for miscellaneous purposes.

The gift of the Boston donor has enabled the Trustees, as already noted, to increase by \$200 the salaries of twenty-four full professors. The amount of the \$146,608 is devoted to the following objects: \$85,000 given by Miss Anne Walworth for the endowment of the Slavic Department; \$15,000 pledged by Mr. Frederick N. Finney as an addition to the Finney Memorial Chapel fund; \$21,558 for equipment and endowment in various departments; and \$25,000 for new scholarships and loan funds. Of this \$10,000 is in scholarships for self-supporting women, and \$10,000 is in the Gilchrist Banking Fund, the income of which may be used as temporary loans to students. This fund was a bequest from Mrs. Ella Gilchrist Potter of Alpena, Mich. Miss Walworth's most generous gift of \$85,000 for the Slavic Department comes most opportunely to assist a very needy and most important work.

The largest single gift toward the library endowment was the bequest of Dr. C. N. Lyman of Wadsworth. This amounted to \$34,000. The remaining \$66,000 was given by fifty-five donors in sums ranging from \$10,000 to \$25.

The full list of subscribers to the Library Endowment Fund follows:

*Donors to the Carnegie Library Endowment Fund*

|                              |          |
|------------------------------|----------|
| D. P. Allen.....             | \$ 1,000 |
| Anonymous .....              | 100      |
| Anonymous .....              | 1,000    |
| J. H. Bellows.....           | 200      |
| Mrs. Frederick Billings..... | 200      |
| William A. Brown.....        | 100      |

|   |        |
|---|--------|
| Dan H. Bradley.....                         | \$ 50  |
| C. E. Briggs.....                           | 500    |
| Dwight R. Burrell.....                      | 500    |
| Theodore E. Burton.....                     | 550    |
| Mrs. F. E. Case.....                        | 100    |
| Mrs. Mary T. Castle.....                    | 100    |
| Mrs. Elizabeth Keep Clark.....              | 500    |
| Mrs. H. G. Coburn.....                      | 500    |
| Bequest of Mrs. H. G. Coburn.....           | 10,000 |
| Charles F. Cox.....                         | 1,000  |
| J. D. Cox.....                              | 1,000  |
| J. G. W. Cowles.....                        | 500    |
| Zenas Crane .....                           | 100    |
| Frank A. Day.....                           | 100    |
| W. H. Day.....                              | 100    |
| Miss Grace Dodge.....                       | 1,000  |
| Frederick N. Finney.....                    | 2,000  |
| H. Clark Ford.....                          | 500    |
| William N. Gates.....                       | 500    |
| G. M. B. Grigsby.....                       | 1,000  |
| Alexander Hadden .....                      | 50     |
| Charles M. Hall.....                        | 9,000  |
| Thomas A. Hall.....                         | 2,500  |
| George B. Harris.....                       | 200    |
| D. Willis James.....                        | 10,000 |
| J. G. Jennings.....                         | 25     |
| Albert M. Johnson.....                      | 100    |
| H. H. Johnson.....                          | 1,000  |
| Mrs. Abbie R. Kendall.....                  | 475    |
| Herbert D. Lafferty.....                    | 1,000  |
| Estate of Dr. Lyman of Wadsworth, Ohio..... | 34,000 |
| Matured Annuities:                          |        |
| Davis Fund .....                            | \$550  |
| Whipple Fund .....                          | 158    |
| Perry Fund .....                            | 340    |
| Ryder Fund .....                            | 48     |
|   | 1,096  |
| Irving W. Metcalf.....                      | 1,000  |
| C. S. Mills.....                            | 25     |

|  |       |
|--|-------|
| Mrs. E. B. Monroe.....   | \$ 50 |
| L. H. Severance.....   | 5,000 |
| E. A. & C. B. Shedd.....                                       | 5,000 |
| F. R. Simmons.....   | 50    |
| S. C. Smith.....   | 500   |
| Merritt Starr .....  | 100   |
| Williams H. Tibballs.....                                      | 500   |
| F. H. Tracy.....   | 100   |
| F. K. Tracy.....   | 25    |
| J. O. Troup.....   | 500   |
| Mrs. Lawson Valentine.....                                     | 500   |
| L. C. Warner.....  | 1,000 |
| E. A. West.....  | 2,000 |
| G. H. Whitcomb.....  | 500   |
| L. H. Severance, D. P. Allen, H. H. Johnson (Additional) ..... | 504   |

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\$100,000

In addition, during the four years and a half since the Boston donor's conditional offer, there have been received a number of other gifts which have not been included in the Half Million Fund. Among these are the Olney Art Collection which has a value of about \$200,000; the gift of Mr. Andrew Carnegie to relieve the students who suffered through the failure of the Citizens National Bank; \$29,700 in annuities; and \$7,537 in small amounts for the assistance of the Slavic Department and the aid of students in the Seminary. \$1,065 was given for the care of the trees on the College Campus, and other gifts to the amount of \$9,445 have also been received, making a total of funds not included in the Half Million Fund or in the Olney Collection of \$62,747.

The completion of this special Fund does not, of course, mean that there will be any cessation in the financial work of the College. There are many other needs quite as pressing as those that have been now met, and gratified as we must all be with what has been already achieved, we can only make the

success of the past a fresh argument for pressing forward with courage to the meeting of the large needs that remain.

It will be remembered, of course, that the gifts mentioned above do not belong simply to this year, but cover, as indicated, a period of four years and a half, though the gift of Miss Walworth for the Slavic Department, and almost the entire amount of the library endowment, do belong to the record of the year just closed. The President desires, in addition to the personal letter of thanks sent to each donor, to express once again in this annual report, on behalf of the College, his deep sense of gratitude for these generous gifts, that have helped the College to meet various pressing needs, and especially have made possible noteworthy increases in salaries of professors, a new library building, great growth for the library, which effects every college interest, and the endowment of the Slavic Department.

Of the miscellaneous gifts counting toward the Half Million Fund, nearly all belong to previous years. So far as they are to be credited to the present year, they appear itemized in the Treasurer's report.

### *Gifts Reported by the Treasurer*

Attention is called especially to the two headings in the Treasurer's report: gifts for immediate use, and gifts to form new funds or increase old ones. The gifts for immediate use, amount, as will be seen, altogether to \$6,192.63—almost exactly the same as last year. The gifts to form new funds or increase old ones, however, on account of the completion of the special Half Million Fund, are very greatly in excess of the amount reported last year, and reach a total of \$316,223.68. Mr Carnegie's gift of \$125,000, for the new library building, of course does not appear in the Treasurer's report, as that money is paid out from time to time as need requires in the process of the building, and there are as well other payments

on the Half Million Fund still to be made. It will be noticed that the gifts for immediate use include several considerable sums for improvements in the women's gymnasium and for the women's recreation field, for the Slavic Department, and for the Employment Fund for Seminary students, as well as a good sum from members of the Living Endowment Union. The hearty thanks of the College are due all these friends for the gifts thus recorded.

### *Other Gifts*

The Librarian's report contains a detailed account of an unusually large number of special and interesting gifts from a long list of friends of the College, the number of additions by gift again exceeding the number by purchase. The President joins with the Librarian in expressing his warm gratitude to these numerous donors for their contributions to the Library. It is hard to select, out of so many gifts of value, any for special mention; but attention may be called to the gift of \$500 from Mr. Charles M. Hall to purchase a complete set of Crelle's Journal of Mathematics; the special gift of \$200 from Mr. Thomas A. Hall for the Department of History; and the gift from Mr. Charles Finney Cox of the very valuable copy of the Latin Bible, published by Anthony Koburger in the year 1478. Some valuable contributions to the Geological Museum have been made by Dr. Branson, as there have been some noteworthy further finds, during this last summer, of the fossil fishes, for which this region has become noteworthy all over the world.

The parting *gift of the class of 1906* was presented on the morning of their graduation day, June 20, at nine o'clock, and received by the President on behalf of the Trustees and Faculty. The gift consisted of a handsome sun-dial, placed in the midst of the open lawn between Peters Hall, Warner Hall, and Warner Gymnasium. The standard for the dial was designed by a

member of the class. This adds another to the many interesting gifts made to the College by outgoing classes, and the President wishes here gratefully to acknowledge this gift of the class of 1906.

### III. ADMINISTRATIVE OFFICERS

No changes have occurred during the year in the administrative forces. The work of administration has gone steadily and successfully forward, and with the present careful organization, the years certainly ought to register clear progress.

The President believes that the time has come when the one further natural step in the development of the administration of the College, referred to in last year's report, may wisely be taken. He is ready, therefore, to recommend, through the Council to the Trustees, the appointment of a Dean of the College of Arts and Sciences. The President believes that such an appointment would be a real gain to the work of the entire institution. The Department of Arts and Sciences is at present the only department of the institution without its own recognized head. As the central department of the College, it must, of course, always have much attention from the President; but it deserves and needs more special study of its particular problems than the President is able to give it. The President has not intended to neglect his duties as Dean of the College. A number of definite steps in the development of the department, looking well into the future, are already clear to him and will be outlined at a later point in this report. But the prevailing practice in other institutions, as well as the clear gains that have been made in other departments in our own College, through the appointment of recognized heads, indicate the wisdom of completing our organization by the definite appointment of a Dean of the College of Arts and Sciences. There is the further consideration that it is increasingly clear to the President that he must be able



to cut down his work at some point ; and this appointment, while not entailing large additional expense, would give real relief, at the same time that it would add distinct strength to the administration. It may be added that it is perhaps only fair, too, that the department which has the largest surplus in its budget, should have the advantage of the study and growth which should come from this appointment.

### *Reports*

The plan lying back of the work of *the Assistant to the President* was so fully explained in the report of last year that little further needs to be said about it at this time. The President contents himself, therefore, with simply incorporating a considerable part of the report of the Assistant to the President at this point, adding that it is only fair to emphasize the statement of the report, that the greatest value of the work will, in the long run, be underneath the surface :

The activities of the year just closed are almost entirely grouped about the new Half Million Fund.

In the obtaining of this result it was, of course, inevitable that effort was considerably withdrawn from some of the more general features of the Assistant's work. The Alumni meetings were attended in Pittsburg, Boston, Seattle, Los Angeles, and Lincoln, Nebraska, new Associations being formed at the last two for Southern California and for the state of Nebraska, respectively.

Toward stimulation of Alumni Association life the careful study of the problems involved is beginning, I think, to show results. The "Idea Exchange" mentioned in last year's report as contemplated—by which the most successful results of the experience of individual Associations is put into the hands of all the organizations,—has been generally appreciated and has proved a real help. It seems not at all too much to say that the various alumni groups have never before been so interested and active as now.

The Living Endowment canvass has been carried on by securing contributions from the graduating and the reunion classes of '96, '86 and '81, in addition, of course, to the giving of personal opportunity for

subscriptions. The pledges payable July 1st, 1906, were \$2,205; for July 1st, 1907, \$2,721; a gain of \$516, and of 198 members.

A very important step in connection with the Living Endowment Fund was the making, in June, of an agreement by which members of the Living Endowment Union, contributing \$1.75 or more yearly without designation of expenditure, are sent the Alumni Magazine free. The arrangement is based on the payment of a club rate by the Association and diminishes the net income temporarily, but it is believed that it will not fail to prove a very important movement toward bringing the Alumni and Alma Mater closer together. And just as it has made Living Endowment membership more valuable, both to members and to college, so the short experience thus far permitted shows that the plan has made such membership immensely more attractive. With the help of this agreement—which, though in contract form for one year only, will no doubt be continued indefinitely—and by the following of the plan of canvass found successful last June, the outlook would seem good for an annual gross increase of \$500 in Living Endowment subscriptions for several years to come.

In general it seems certain that, owing to the efficiency of all agencies now at work—such as the Bureau of Appointments, the Alumni Magazine, the Annual Reports, the Supervision of Appeals, the active Associations, the Living Endowment Union,—the alumni have never before been in such close touch with the institution as now. One of the signs of this has been the unusual interest exhibited this year in the election of the alumni trustees.

The work of coming into closer relation with the old friends and the widening of the circle of the College's new friends has, like alumni matters, been subordinated to the Half Million Fund movement, though there have been some really valuable gains here.

In the matter of the direct financial returns of the second year of the assistantship, there is to be reported the following list of items:

|                                 |             |                     |
|---------------------------------|-------------|---------------------|
| For Library endowment.....      | \$20,725.00 | (All paid in, or in |
| Annuity Fund .....              | 1,050.00    | 5% notes.)          |
| For the Y. M. C. A. project.... | 10,000.00   | (\$5,000 paid in.)  |
| Women's Gymnasium Field...      | 100.00      |                     |

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\$31,875.00

|                            |           |                     |
|----------------------------|-----------|---------------------|
| For current expense.....   | \$ 516.00 | (Increase in Living |
| Seminary Employment Fund.. | 200.00    | Endowment Fund.)    |
| General Expense .....      | 25.00     |                     |
| Scholarship Loans .....    | 125.00    |                     |
|                            | <hr/>     |                     |
|                            | \$ 850.00 |                     |

This makes a total of \$32,725 in direct returns for the year—for increase of the permanent endowment of \$21,875, of the equipment \$10,000, and of the Temporary Endowment, counting the Living Endowment Fund, scholarships, and other current expense gains, \$17,000, making a total of \$25 less than \$49,000. As against last year, the amount of money actually received or pledged is \$32,725, against \$13,300, and the totals for the two years can be expressed as follows:

|  |               |
|--|---------------|
| Increase in Permanent Endowment.....   | \$22,950.00   |
| Increase in Equipment.....   | 20,150.00     |
| <br>Increase in Long Endowment through Living En-<br>dowment Fund .....        | <br>34,000.00 |
| <br>Increase in Temporary Endowment (during As-<br>sistant's Incumbency) ..... | <br>21,000.00 |
|  | <hr/>         |
|  | \$98,100.00   |

Of course, there are other direct gains in which the assistantship has been an influence, though not the decisive one. No doubt the greatest value of the work will, in the long run, be underneath the surface. It seems quite certain, for instance, that the activities of the year were influential in the establishment of some bequests of considerable value.

The two years' work has given an opportunity of gaining acquaintance with the whole field, and further work will be done with the advantage of this experience. One of the results of this experience is a great gratitude for the splendid co-operation of the trustees, whose loyalty in the final canvass for the Half Million Fund was a thing of joy and an inspiration. I should like also to emphasize the tremendous value of this co-operation, and to express in advance

my thanks to those who will find it possible in the year to come to give the helpfulness of their continued personal suggestions and direction.

The work for the year to come will have as its purpose :

1. To secure a Men's Building ;
2. To secure a home for the Olney Collection ;
3. To secure partial or complete technical equipment ;
4. To make an attempt, with the co-operation of the college

Secretary, the Principal of the Academy, and the Secretary of the Bureau of Appointments, to increase the interest and the feeling of responsibility in Oberlin on the part of all Ohioans, and especially the residents of the towns and cities in the northern part of the state. Those institutions that are now growing fastest, it will be found, are those that have developed a strong feeling of state and city responsibility ; and it ought to be the purpose of Oberlin to arouse, if possible such a feeling in at least the northern part of Ohio. Such a plan would, I believe, best begin in an active canvass for Academy and College students among the high schools, so that I should like to recommend the sending out of an Academy canvasser who would not only be able to help the Academy, by the securing of students, but would be able to increase Oberlin's prestige in such a way as to make financial work more fruitful. With his activities, there could wisely be co-operation on the part of the Bureau of Appointments and of a more informal bureau of lectures, and, of course, of the President's Assistant. An active man in the field, enjoying such co-operation, ought to make possible valuable results along all lines within five years.

The report speaks for itself. The year of further experience with this office has certainly not lessened the President's confidence in the wisdom of the creation of the office and of the appointment of Mr. Williams to it. The President recognizes with special pleasure the large help and the great relief brought to him personally through the appointment.

The *Treasurer's* report shows an increase of about \$330,000 over the preceding report in the entire amount of funds cared for, this amount for the first time making a total of over \$2,000,000. There is a corresponding increase in the Endowment

Fund over last year of about \$190,000, the Endowment Fund for the first time considerably exceeding a million and a half of dollars. Both these sums, it should be noticed, will be considerably increased when all the present subscriptions are paid in. The summary of the assets of the College, including a conservative estimate of buildings and equipment, now exceeds, it will be noticed, two and three-quarter millions, and when the present subscriptions are all in will be well toward three millions. The general expenses charged under the head, *University*, are slightly less than last year.

The Treasurer and the Investment Committee have been so successful in their work that it has been possible again to divide the net income of the general investments at the rate of 4.8 per cent. among the different funds to which these investments belong; and at the same time, it is gratifying to see, to charge off the advances to the gymnasium and to the English course, amounting to about \$1500, and to reduce the accumulated deficit by nearly \$6,000, leaving the total unpaid deficit at \$5,162.03 on August 31, 1906.

The term bills in the College Department show an increase of over \$1,000, as compared with last year's report. The income from term bills in the Academy is almost exactly the same. In the Conservatory there is an increase of about \$4,800. On the whole, the showing is most encouraging. It is especially satisfactory that the report is able to show for the year a surplus of \$5,799.86 instead of a deficit of any amount.

The *Secretary's* report is once more a very suggestive and illuminating document, covering very fully the wide range of interests committed to that office. Reference will need to be made to various points in this report in the discussion of later topics. I may add here a few words upon the general topics with which the Secretary introduces the main body of his report.

Emphasis should be given to the Secretary's insistence

upon the *need of a new administration building*. With the possible exception of the Treasurer, all the officers in the building are distinctly hampered for lack of room. Better work could be done, with less danger to health and with much less strain, if this need were met. It is difficult in the winter to get equable conditions, and it is almost impossible during many days of summer, in the upper rooms of the present building, to work with any approach to comfort. We cannot shut our eyes, either, to the perhaps even more important fact, that, especially in the Secretary's office, a great deal of material that has cost a large expenditure, both of time and money, is in great danger of loss by fire in the present building. The President believes that an administration building belongs distinctly in a list of our three most needed buildings.

The largest piece of new work undertaken this year in the Secretary's office is the preparation of a general catalogue of all former students, to which the Secretary makes detailed reference.

It is certainly to be hoped that, in spite of the pressing nature of other work, the two items of deferred work to which the Secretary refers—the systematic filing of many old documents of historical value now stored in the Secretary's vaults, and the completion of the index of the first volume of trustee records—may be finished in time for use at the Seventy-fifth Anniversary. The new card catalogue now being prepared in the Secretary's office cannot fail to be very helpful.

It seems possible the coming year, though the Secretary to the President, who is also in charge of the Bureau of Appointments, to make at least a tentative beginning of the work of Academy Canvasser, of which the Secretary speaks. The effectiveness of the Bureau of Appointments itself could be so increased, and there could be helpful co-operation as well with

the Assistant to the President. Real gain, I have no doubt, would be registered in bringing more closely together thus in the outside work the efforts of the Secretary's office, of the Assistant to the President, of the Principal of the Academy, and of the Bureau of Appointments. The President believes that his Secretary is thoroughly competent to undertake this work, and he thinks that he might release him to such an extent that he could give some time each week to this outside work.

The statistics submitted by the Secretary make it plain why he feels impelled to urge that "the most important question which is at present before the friends of Oberlin is the question of how to make Oberlin attractive for men." It is not that there are not more men in the College than hitherto. In the College Department there has been a gratifying increase in the absolute number of men—in the last five years, an increase of 35% in the total number of men enrolled; but, as the Secretary indicates, there has been a steady decrease at the same time in the relative number of men. It was at first thought that the year 1906-07 was going to show a gain in the proportion of the men, but the final figures for the first semester and the Fall term indicate rather a loss in the percentage. The President's belief is that, unless the proportion of women is arbitrarily limited, the only way in which the relative number of men can be decidedly increased is by undertaking the full work of a technical school, though gains, no doubt, could be made through the introduction of shopwork of the first two years of the technical course, and through the presence of an attractive men's building. Both these things, in any case, are in themselves greatly to be desired, and it will be noted from the report of the Assistant to the President that they are clearly in the mind, both of the President and of his Assistant, as ends to be gained, if in any way possible, during the present year. The introduction of a fully or-

ganized technical school would, of course, introduce questions of grave importance, and it needs hardly to be said that such a school is not to be thought of without the gift of a very large sum of money for its special endowment.

It cannot escape the notice of any thoughtful reader of the Secretary's report that a very large service is being rendered by that office in its oversight of the various publications issued by the College. The expense for printing is, of course, much larger than it was formerly, but I think there can be no doubt that the present careful and discriminating, even if somewhat free, use of printed material is making its full contribution to the progress of the College. A special piece of work belonging to this year was the printing of the souvenir program for the American Missionary Association. This program was mailed, it will be noticed, to all the more important Congregational ministers in the country.

The wide range from which our students come is clearly indicated by the long list of schools and colleges given in the Secretary's report.

May I call attention also to the fact that the fitting schools seem to be appreciating the reports sent them of the first semester's work of the students whom they have sent to us. The making of this report has been of value, both to the College and to the schools, and is particularly gratifying to the schools and to the parents as evidence that we are not forgetting the individual in our plans.

It is also a pleasure to see that fewer students, who might ideally be expected to go on with their work, are being lost to the College than hitherto. A certain amount of such loss must, of course, be expected, and holds always for all institutions; and yet it would seem as if this were a point where still greater gains might be made. It seems unfortunate that we should lose for the later years of their course students who have once



been interested enough to come to us. Attention will be further called to this matter at a later point in the report.

The Secretary also presents, in accordance with the request of the Trustees, a very careful report—the fullest, I think, in the history of the College,—of scholarship funds and beneficiary aid. I believe that we are accomplishing really extraordinary results in the use of these funds, considering the comparatively small amount of money available for these purposes. As compared with many other colleges, the average amount granted to each student in the way of aid for the year is very small, and I second most heartily the plea of the Secretary for much larger funds for this purpose. We are very glad also to have the loan funds for students increased, for there can be no doubt that this is one of the most desirable ways of helping, without injury, self-supporting students.

The general statistics show gains at every point. The complete list of officers and teachers has gone up this year, as compared with last year, from 110 to 124. The number of degrees conferred, not including the seventy-one special degrees of the Conservatory of Music elsewhere mentioned, was 171, as compared with 156 last year, and registers the largest number in the history of the College. The entire enrolment in the institution also shows a similar increase from 1715 to 1771, and in the College Department from 670 to 714. It may be added that the present attendance of the College indicates a still larger gain this year over last, and seems to show that the entire enrolment of the College will probably nearly reach 1900 the present year, and the enrolment in the College proper more than 800. The present enrolment also shows, for the first time in the history of the College, more than three hundred men in the College Department. The gain in the College Department has been seventy-five per cent. in six years, a notable showing.

Attention has already been called to the large number of

gifts made to the College library during the past year. The *Librarian's* report shows that over 5000 bound volumes have been added to the library during the year just passed, and that the number of catalogued bound volumes in the College library, not duplicates, is now 72,560. With the 14,203 bound volumes of the U. L. A. Library, the libraries accessible to our students now contain over 86,000 bound volumes. To this is to be added a large amount of valuable material contained in more than 40,000 unbound volumes, also catalogued. The Librarian also makes clear how great is the need of the new building. We are using, to the very limit of capacity, every part of the old building. It will be a great relief to be able to transfer the library and the library force to the commodious quarters of the new building for which we are so eagerly looking. All the friends of the College will be especially interested in the Librarian's careful description of the plans of the new Carnegie Library.

Hardly second in importance to the new building, as concerns the interests of the library, is the completion of the \$100,000 for library endowment, and even the full income from this additional endowment will not meet the real needs of the library for growth. It is exceedingly desirable, as indicated in last year's report, that the library should have for immediate expenditure some considerable sums of money that might enable it to bring up to date its various departments. We cannot afford to rest satisfied with the endowment already secured, great as is the gain so made, for the library, it needs to be remembered, touches every single department of study in the College, and neither teachers nor students can do the work they ought to do without generous equipment at this point. The friends of the College are all to be congratulated upon the efficiency of its library staff.

The report of the *Dean of the Theological Seminary* shows

the steadily satisfactory work now being done in that department. It is very gratifying to see that, in spite of an unusually large graduating class last year, the enrolment for the Seminary is a little more than maintained the present year. It is pleasant also to notice that the largest enrolment is to be found in the Senior class. This attendance, it is to be noted, is maintained, too, without any extraordinary grants of aid to the students. Students come to us repeatedly in the face of larger offers of aid elsewhere. The great financial gain connected with the department for the year is, of course, the endowment of the Slavic work already referred to. The most gratifying thing, probably, in connection with the Seminary is the manifest enthusiasm and loyalty of the student body itself in which the personal influence of the Dean is so large a factor; no agency is so effective as this in promoting attendance in a professional department.

The report of the *Dean of College Men* shows for the year 1905-06 a total of 297 men. Attention is especially called to the careful study of the cases of the men who have left Oberlin after a year or more of residence here. The larger number of these men are classed as special students and as Freshmen. Losses in the later years of the college course, one is glad to see, are not large. At the same time, it seems especially unfortunate that the College should lose men who have once been interested sufficiently to come to the College. In a number of cases it is, of course, true that the men were looking to technical courses from the beginning, and came with the distinct intention of staying only one or two years in Oberlin. The loss in these cases, therefore, was to be anticipated. But I am glad to direct special attention to that section of the Dean's report in which he comments upon this loss and upon the ways in which it may be, in part at least, remedied. May I ask the friends of the College also to note the Dean's personal testi-

mony that, during twenty-four years of acquaintance with the College, he believes that "there has never been a time during these years when there has been a more wholesome, healthy spirit, a more serious attention to college work, or higher ideals among the men, than now prevails." This is in line, I may add, also with the judgment of the Dean of the Theological Seminary and with my own judgment. The President rejoices especially in the thought of the steadily increasing personal knowledge on the part of the Dean, of all college men. In the final analysis, nothing can do so much for the spirit of the College as such acquaintance as this and its resulting mutual understanding.

For the year just passed, the President has asked each of the *Deans of Women* to prepare a full report upon the young women under her immediate care. For the first time, therefore, these three separate reports appear. So far as there are matters of common interest to all the women of the institution, the Dean of College and Graduate Women, in full consultation with the other Deans, has been asked to report these matters of common interest in a separate report. This general report for all women shows that there has been but slight improvement in the number of good boarding houses open to the young women. It also calls attention to one change in the regulations for the young women, with the reasons for it. It is always difficult to be sure just what regulations are wise as to the relations of the men and women, but it is hoped that the change made may work satisfactorily. This general report gives full information also concerning a proposed reorganization of the House Government Association, and a possible extension of its functions. The degree of sympathy and co-operation between students and faculty in these matters is particularly pleasing.

The report of the *Dean of College and Graduate Women* notes especially that some changes have been made in the di-

rection of making some real difference between the older college students and the students in lower classes and in other departments. This gradual increase in liberty and responsibility seems to be in harmony with the soundest principles of government.

The report of the *Dean of Conservatory Women* shows quite fully how the students' board of Conservatory Women, in co-operation with a number of the older students of the department, have been working out more satisfactory results in that department also. A second important point in this report is the statement of the way in which the standard of the Conservatory is being gradually raised in two definite directions. Both lines of effort, it can hardly be doubted, are thoroughly justified. In connection with this large increase in the proportion of students of college rank in the Conservatory, it should be noted that this inevitably and rightly makes a larger demand upon the College Department for courses that may be open to Conservatory students. We can hardly urge the Conservatory to insist more and more upon having students of college rank, without making reasonable provision for these students in such other courses as they wish to elect outside the Conservatory. The President agrees that it is highly desirable that more work, especially in College English, should be open to Conservatory students, and the demand at this point within the College, as well as from the Conservatory, seems plainly to call for at least one additional instructor in the Department of English.

It will be seen from the report of the *Dean of Academy Women* that two of our best boarding houses are now used as special Academy houses, and this experiment of giving opportunity for segregating at least a part of the Academy young women seems to be working satisfactorily.

One of the most valuable services rendered to the students is that given through the counsel of the *Advisory Officer*, and

those whom he directly associates with him, in conference with the students concerning their courses of study. The method and spirit of this work were quite fully set forth in the report of last year, and there need only be added at once at this point Professor Wager's own brief statement of the work done during the year :

As *Advisory Officer*, it gives me pleasure to say that during the past year upwards of a hundred students have consulted me about the arrangement of their course as a whole, and that a very large number have asked for assistance in detail. Without coercive methods, we could hardly expect more, and it seems to me clear that the idea is making its way with the student body.

The report of the *Registrar* brings out, more strikingly even than that of the Secretary or of the Dean of College Men, the serious losses which occur during the course of a single class, and emphasizes again the great possible gain that might be made through simply holding more fully than now the students who have once registered with us. The percentage finally graduating from the College is far too small compared with the number entering. The intimate knowledge which the Registrar has of the records of students for many years makes all the more significant her judgment that the aim on the part of the college "to secure fine, thorough, scholarly work is being met by the students with increasingly encouraging response." The Committee on Failure in Scholarship is no doubt helping to secure this result.

It is, of course, manifest that every increase in the number of students adds directly to the work of the Registrar's office, and naturally calls for somewhat more assistance. It is highly desirable that the card catalogue of all existing records in that office should be promptly finished.

The problem of registering with promptness and accuracy our large number of students is always a serious one, but the

work of the *Assigning Officer*, Professor William G. Caskey, has still further reduced in various ways the necessary fatigue of registration. His report, however, makes it plain that there are still further gains that can and should be made, especially in securing a more perfect adjustment of the work of the assigning office with that of the various committees upon whose action the election of students depends. The entire expense of the assigning office for the year 1905-06 was \$173.90, not an unreasonable expenditure when the considerable amount of printing and clerk hire is taken into account.

The report of the *Director of the Conservatory of Music* properly calls attention to the fact that the Conservatory is constantly receiving "more calls for young men of character, talent, and thorough musical education, as teachers and directors of music in colleges" than it can possibly fill. The field is one of such interest and importance that it may well attract young men. Even with the present high standard of the Conservatory of Music,—and it certainly ought not to be lowered,—the number of graduates from the Conservatory of Music may reasonably be expected considerably to increase. The report also indicates the large amount of study which is constantly being done in Europe by different members of the Conservatory Faculty. Attention should be directed also to the many and varied outside activities of the Conservatory Faculty, of which the director speaks. I have already indicated my agreement with the Director in his sense of the need of a music hall. The list of artists' recitals and similar concerts show how great are the opportunities of this kind open to Conservatory students.

One of the most satisfactory showings in the report of the College Secretary, as well as in the report of the Director of the Conservatory, is the increase in the proportion of students

of college rank in the Conservatory, and to the Secretary's figures may be added the statement of the Director, that the year upon which we have now entered does show a much larger gain than has been made in the year just passed. The proportion of college students this year will reach nearly one-half. It seems not unreasonable to hope that the time is close at hand when we may expect to have in the Conservatory of Music a musical department, all of whose students shall be of college rank. That would give the Conservatory still further distinction and an almost, if not quite, unique place among the schools of music in the country, and it seems probable that that result can be reached, as the Director indicates, without any violent transition. This would not prevent reasonable provision for children especially talented in music. It would only mean that such cases would take the larger part of their work in the Academy and be classified in that department, while still doing some musical work in the Conservatory, in the same way in which some special students who are not of college rank are classified in the Academy, while they are at the same time admitted to certain courses in the College. The detailed figures from the Conservatory also show an encouraging gain in regularity of attendance through the year.

The report of the *Principal of the Academy* shows the larger number who are interested in entirely completing the course of study and receiving the diploma of the Academy. The Principal calls attention also to the various agencies that have been at work to promote an enthusiastic Academy spirit. Considerable gains, I think, it must be recognized, have been made in this direction. The President has no doubt that the Principal of the Academy is entirely right in saying that perhaps the greatest need of the Academy is an increase in the salaries of at least a number of its teachers. The Trustee Committee on the Academy has already recognized this need



It seems plain that we can hardly hope to retain for any long time strong men at the salaries paid to most of these teachers. The Academy Faculty, with the hearty approval of the President, are recommending, through the Council, this year one important promotion that ought to do much for the future of the Academy. Reference has already been made, in the discussion of the Secretary's report, to a plan for carrying out, in part at least, the desire of the Principal of the Academy for an Academy canvasser. The total enrolment in the Academy this fall, it will be seen, is almost exactly the same as last fall.

The report of the *Chairman of the Summer School*, Professor S. F. MacLennan, registers, I think, distinct gains in the development of that part of our work. We ought, of course, to expect steady improvement, and I believe that the work of the Summer School was never more satisfactorily done than in this year. The Summer School tends increasingly as noted by the Chairman, to become like a regular term of the college year. The quality of the courses has been exceptionally high, and the school ought increasingly to attract the more ambitious from our public school teachers of the vicinity, as well as college students and alumni. The valuable finds made by the class in Field Geology—a course offered for the first time this year—should be noted. Such a course can hardly be given except in connection with the Summer School, and yet it is of special importance to the development of the Department of Geology. The President agrees with the Chairman of the School in recommending the continuance of the guarantee to the School. The guarantee is not a large one, but it does make possible reasonable development in the School, and a steadily increasing service on its part along all the lines of the natural work of the College.

The report of the *Director of the Men's Gymnasium*, it is

gratifying to notice, is able to show a still further gain in the percentage of men using the gymnasium, 90% of the undergraduates in the College Department making use of its facilities. The past year was the first year in which the Teachers' Course in Physical Training was open to men; and the diploma of that course was granted to four men at the last Commencement. Special attention is called to the Director's discussion of the significance of the appointment of Mr. C. W. Savage. The remarkable way in which the men are already responding to the gymnasium opportunities open to them adds emphasis to the Director's statement of the further needs of the Department.

In connection with the report of the Director of the Men's Gymnasium, attention should be called to the report of the newly appointed *Director of Athletics*, which appears for the first time in our list of reports. Mr. Savage has, of course, no report to make upon last year, as he is just beginning his work. His report, however, emphasizes, it will be noted, the plea already made by the Director of the Gymnasium for the completion of the gymnasium building and for the purchase of playgrounds. It seems necessary to do something more in this direction soon, if the purpose of the appointment of the Director of Athletics is to be carried out; for, as Mr. Savage says, "our aim must be to achieve the general well-being of the greatest number rather than the highest specialization of the few." The number of men participating regularly in out-of-door sports ought certainly to be increased if the aims of the Department of Physical Training are to be met.

In the report of the *Director of the Women's Gymnasium*, the most noteworthy item, of course, is the statement of the remodeling and enlarging of the skating floor that it might serve as a gymnasium. This adds very greatly to the floor space available for the women. There was, fortunately, a credit

balance of the old Normal Course in Physical Training which could be put at once into further apparatus. We are very fortunate in securing such an extensive enlargement of gymnasium opportunities for women at so small a comparative cost. The number of women participating in out-door sports, as shown by the report is encouragingly large and emphasizes still further the need of the recreation field, which it is hoped may soon be secured. It is pleasant to feel that the gains made in this Department during the last year do enable the College pretty fairly to meet the physical needs of the women.

The report of the *Superintendent of Buildings and Grounds* gives detailed information concerning the changes already mentioned in the Women's Gymnasium, in the provision of fire-escapes, and in the remodeling of the Squire House for the use of the Geological Department.

### *The Work of the President*

The statement of the *President's Work* might properly enough begin with the opening sentences of last year's report, for it has continued during the year just past on essentially the same lines as hitherto. It has necessarily involved teaching in the two departments of Philosophy and Theology, organization and administration, much outside representation, primary responsibility in shaping the aims and ideals of the College, financial work, and some writing for publication. To this should be added the teaching, with Professor Bosworth, of the required course for the College Seniors, and, for the year just opening, the required course with the Freshman men. In the Philosophical course carried on in the College the President has had the continued co-operation of Dr. Fitch, and in the course of Theology in the Seminary, help, in much routine work, from his Secretary. The Secretary to the President has given indis-

pensable assistance as well at many other points, carrying efficiently a wide variety of work, in relief of the President.

The President fears that the time has come when he must have some relief, even beyond that afforded by the already generous staff of assistants. The appointment of a Dean of the College of Arts and Sciences would bring some relief, but whether that would more than offset the extra work entailed by the course given to the Freshman men, and the partial loss of his Secretary in the proposed outside work of Academy canvasser, is rather doubtful. The continuance of the same office staff during the last year has, of course, been distinctly helpful, and the work of administration in all directions is made easier by the more complete and careful organization. At the same time, this completer organization must always mean that more things are being done and more interests looked after, or, if the number of interests has not increased, more is attempted for them.

An earnest effort has been made to cut down the amount of work of outside representation for the College; but, though for the most part only invitations of the first importance, or such as, for peculiar reasons, could not well be refused, have been taken on, the aggregate of work of this kind is, perhaps, even more than in either of the two preceding years. Much of this kind of work must be done; how much can be refused it is exceedingly difficult to determine. This outside work, combined with the pressure of the regular routine duties, has made it impossible for the President to visit individual classes, and study as thoroughly the home needs, as he had hoped this year to do. It looks as if he would be obliged to give up a part of his teaching. In the face of this entire situation, it may seem paradoxical enough that the President should still have attempted to take on, with Professor Bosworth, the two-hour required course in English Bible for the men of the Freshman

class. This was done simply because the President felt that he could not do for the College Department what he ought without some opportunity to meet the college men early in their course; and the class offers peculiar advantages to this end.

As last year, the outside work of the President, up to the beginning of the present college year, has been divided among Alumni gatherings, universities and colleges, high schools, educational meetings, and important church gatherings, and has involved besides numerous addresses, lectures, and sermons.

The President has attended alumni gatherings at New York, Chicago, Minneapolis, Kansas City, and Omaha and Lincoln, Nebraska; besides presenting the regular review of the year at the general alumni meeting at Commencement. The most important of these outside engagements were perhaps two courses of lectures during the first term of the summer quarter of the University of Chicago on *Theological Reconstruction and the Psychology of Conduct*; four lectures on *The Laws of Friendship—Human and Divine* in the series of Haverford College Library Lectures; three sermons as university preacher at the University of Chicago; sermons and addresses before five other universities or colleges; addresses before the educational conference in connection with the installation of President James of the University of Illinois; before the Ohio College Association; before the Music Teachers' National Association; and sermons in New York, Brooklyn, Exeter (New Hampshire), Montreal (Canada), Cleveland, Toledo, Columbus, Chicago, Grand Rapids, and Lawrence (Kansas), addresses before nine high schools; addresses before the Congregational Clubs of Milwaukee, Central Illinois, Mansfield and vicinity, and Montreal (Canada); addresses before the *Inter-church Conference on Federation*; four address on the *Sermon on the Mount*, before the Men's Club of the Euclid Avenue Congregational Church of Cleveland; and addresses before the men's clubs of

four other churches ; four addresses before the Minnesota State Y. M. C. A. Convention ; an address at the Nashville Student Volunteer Convention ; the annual address as President of the Congregational Home Missionary Society at Chicago ; five addresses before the Ohio Christian Missionary Society, the state organization of the Disciples of Christ ; six addresses on *Mark*, at the Congregational Summer Assembly at Frankfort (Michigan) ; two addresses before the Reformed Church Assembly of Pennsylvania.

The main publication for the year by the President is the volume entitled, *Letters to Sunday School Teachers, On the Great Truths of Our Christian Faith*. This book is a re-publication of the series of letters appearing, at the request of the editor of the *Pilgrim Teacher*, during the last calendar year in that magazine. The probability is that the sub-title of the book should have been made the main title ; for though Sunday School teachers were especially in mind in the writing, the book has nothing to say concerning Sunday School methods, but is directed wholly to the attempt to state as simply and directly as possible the great fundamental truths. While intending to be thus simple and direct, the letters deal with those lines of thought that have seemed to the writer to be of prime importance in the consideration of these great truths. A second edition is likely to be issued under some such title as *The Greatness and Simplicity of the Faith*. Work has also been continued during the year in the department in the *Congregationalist* called the *Professor's Chair*. This department has given an opportunity for theological teaching not unlike that offered by the work of university extension, and has brought many pleasant relations. The Haverford College Library lectures, given during the year, by the terms of the lectureship, are required to be published. That manuscript has been partly prepared for the press, but has been delayed for many weeks by the pressure

of other work. A few other articles have been published during the year, but it has seemed possible to do but a comparatively small share of the amount of work of this kind that is requested. The President has felt justified, however, let it be once more said, in giving a certain amount of time to this literary work, in the belief not merely that it was almost necessary to prevent his own intellectual deterioration, but also because a certain amount of such work seemed important for the sake of the College.

On account of the efficient work of the Assistant to the President, no large amount of time has been devoted to direct financial work during the past year, though the President has shared in the endeavors to complete the Half Million Fund, and has had the pleasure of receiving the knowledge of large and important proposed bequests.

That part of the President's work, which has to do with stimulating and directing college sentiment and ideals, grows rather than lessens as the years go on; for it may well be believed, the highest responsibility of the President is to be found just here. To this part of his work belong the regular Sunday Bible Class, the opening address of the year, numerous chapel addresses during the year, the entire work with the Senior class and with the men of the Freshman class, and much else. And back of all these more public and formal methods there must, of course, always lie the subtler and deeper methods of personal influence and personal conference, in which the President simply shares in the very valuable contribution continually made by the Faculty to the students, and by the students to one another. It was a special pleasure to the President to find opportunity, during the year just passed, to meet at luncheon in groups of two or three all the men of the last Senior class. It is to be hoped that the President's house has continued to be a factor of some real importance in the life of the college. The

large New Year's reception to both college and community, the annual luncheon to the Faculty—this year given in two parts, at one time to all the women and wives of the Faculty, and the other to the men of the Faculty, with the Trustees—the special reception for the Senior class of the Theological Seminary and of the College, a special luncheon to the young women of the Senior class, besides various gatherings in honor of distinguished guests from abroad; these may be taken as illustrations of the way in which it is hoped that the President's house may increasingly serve the College.

#### IV. FACULTY

##### *Resignations*

The resignations of the following persons were presented and accepted, with a single exception, at the end of the college year :

##### **College**

Dr. Thomas Maynard Taylor, after five years of teaching as Instructor in Chemistry, to accept a similar position with the Carnegie Technical School at Pittsburg.

Miss Lilla Julia Wickwire, after six years of service as Instructor in Physical Training, to accept the position of Director of Physical Training at Knox College, Galesburg, Ill.

Mr. Fritz Hagens, after one year of service as Instructor in German. After brief study abroad, he is continuing his teaching in New York City.

Mr. William Cleland Clancy, after two years of service (part time) as teacher in the Men's Gymnasium, to give his entire time to business.

Mr. Walter Wyatt McKay, after one year's service (part time) as teacher in the Men's Gymnasium, to take up the study of medicine in Columbia University.

Miss Alma Gracey Stokely, after two years' service as Assistant in the Department of Botany, to take up further study in the University of Chicago.



Mr. Herbert Arthur Sturges, after one year of service as Assistant in Psychology, to take up further study abroad.

Miss Lora Douglas Fowler, after one year's service as Assistant in Physical Training, to become Director of the Y. W. C. A. Gymnasium at South Bend, Ind.

Miss Mary Timbs, after three years' service as Stenographer in the President's office, to be married.

#### Conservatory of Music

Mr. Richard Jose Ferrer, after a partial year's service as Instructor in Violin.

#### Academy

Mr. Alexander Dick, after two years' service as Tutor in English, to enter business in Chicago.

The President recognizes gratefully the efficient service rendered by those whose resignations are here announced, and the best wishes of the College attend them in all their future plans.

#### *Leave of Absence*

In addition to these resignations, by vote of the Trustees at the Semi-Annual meeting on June 18, 1906, leave of absence for the year 1906-07 was granted to the following persons:

#### College

Mrs. Adella A. Field Johnston, Professor of Mediæval History, for travel abroad.

Charles Beebe Martin, Professor of Greek Literature and Greek Archæology, for study abroad.

#### Conservatory of Music

Howard Handel Carter, Professor of Pianoforte, for study abroad.

Miss Lucretia Celestia Wattles, Professor of Pianoforte, for study abroad.

#### Academy

Miss Clara Louise Smithe, Instructor in Latin, to regain her health.

Miss E. Louise Brownback, Instructor in English, for one year.

Library

Miss Eoline Spaulding, Head Cataloguer, from June 1 to September 20.

For the year 1905-06, leave of absence for one year was granted to Lyman Bronson Hall, A.M., Professor of History; Albert Temple Swing, D.D., Professor of Church History; Frederick Giraud Doolittle, Professor of Violin; William DeWeese Cairns, A. M., Associate Professor of Mathematics; Herbert Harroun, A.B., Instructor in Singing; Earl Foote Adams, A. M., Instructor in Physics; William Eugene Mosher, Ph. D., Instructor in German; Mrs. Alice E. Mead Swing, A.B., Tutor in German. Professor Hall, Professor Swing, Professor Doolittle, Dr. Mosher, and Mrs. Swing, have all returned to take up their former lines of teaching. Mr. Cairns and Mr. Harroun are continuing their study abroad, and Mr. Adams is studying at Harvard University. Besides these absences during the college year, Professor John Taylor Shaw was abroad for travel for the entire vacation, acting as an instructor and leader under the Bureau of University Travel.

Dr. Charles E. St. John received the degree of Master in Pedagogy from the Michigan State Normal College at their Commencement; was elected to membership in the *Societe Francaise de Physique*; and, with Dr. Fred Eugene Leonard, spent the summer in Yellowstone Park for scientific observation. Professor E. A. Miller received the degree of Master of Arts from the University of Chicago. Professor F. O. Grover was elected a Fellow of the American Academy for the Advancement of Science.

Promotions

The following well-deserved promotions were made by the Trustees at the Semi-Annual meeting, June 18, 1906:

**Theological Seminary**

Kemper Fullerton, A.M., to be permanent Professor of Old Testament Language and Literature.

**College**

Miss Florence Mary Fitch, Ph. D., to be Dean of College and Graduate women and permanent Professor of Philosophy.

William Eugene Mosher, Ph. D., to be Associate Professor of the German Language and Literature, for two years.

**Conservatory of Music**

John Arthur Demuth, to be Professor of Pianoforte.

Charles King Barry, Mus.B., to be Professor of Pianoforte.

William Treat Upton, Mus.B., to be Professor of Pianoforte.

William Jasper Horner, Mus. B., to be permanent Instructor in Singing.

Orville Alvin Lindquist, Mus.B., to be permanent Instructor in Pianoforte.

**Academy**

Mrs. Edith Cole Fargo, Ph.B., to be Dean of Academy Women, Permanent appointment.

Edward James Moore, A.M., to be Tutor in Mathematics for one year, with increase of salary.

Joseph Roy Ellis, A. B., Tutor in Declamation and Athletic Coach, to be given two divisions of History of the English Literature in College.

**Library**

Miss Antoinette Putnam Metcalf, A. B., to be permanent Reference Librarian.

**Women's Gymnasium**

Miss Frances Elizabeth Jones, to be Assistant in Physical Training, partial work for one year.

The Theological Seminary is to be congratulated on having secured so thoughtful a scholar and so stimulating a teacher as Professor Fullerton. The permanent appointments of Dr. Fitch, Mrs. Fargo and Miss Metcalf, and the promotions of Dr. Mosher, Messrs. Demuth, Barry, Upton, Horner and Lind-

quist, have followed in due course and in simple recognition of the high quality of the work done by these instructors. In the case of Mr. Moore and Mr. Ellis somewhat more advanced work was given, as well as increase of salary. Miss Jones had already proved her efficiency as an assistant in the gymnasium.

### *Reappointments*

The list of reappointments for the year, as voted by the Trustees at their Semi-Annual meeting, follows :

#### **General**

William Frederick Bohn, D.B., as Secretary to the President, for one year.

#### **College**

Russell Parsons Jameson, A.M., as Instructor in the French Language and Literature and Instructor in Physical Training, for one year.

Edwin B. Branson, Ph. D., as Instructor in Geology, for one year.

James Seymour Luckey, A.M., as Instructor in Mathematics and Physics, for one year.

Paul Griswold Huston, A. M., as Instructor in English Composition, for one year.

Gilbert Lee Penock, A.M., as Instructor in English Composition, for one year.

Gordon Nelson Armstrong, A.M., as Instructor in Mathematics, for one year.

Walter R. Myers, Ph. B., as Instructor in German, for one year.

Miss Anna M. Starr, A. B., as First Assistant in the Botanical Laboratory, for one year.

William Garfield Mallory, A. B., as Assistant in the Physical Laboratory, for one year.

#### **Conservatory of Music**

Mrs. Charles W. Williams, as Instructor in Violin, for one year.

Miss Lucile Reed, A.B., as Teacher of Public School Music, for one year.

Mrs. Bertha Miller, as Teacher of Ear Training, for one year.

Miss Ada Morris, Mus. B., as Instructor in Pianoforte, for one year.

### Academy

Mrs. Alice E. Mead Swing, A.B., as Tutor in German, for one year. Partial work.

Mrs. Mary T. Cowdery, Ph.B., as Tutor in French, for one year.

Miss Alice Chipman McDaniels, A.B., as Tutor in German, for one year.

Roy Vernon Hill, A.B., as Tutor in Mathematics, for one year.

John Ebenezer Wirkler, A. M., as Tutor in History, for one year.

Charles Hulburd Burr, A. M., as Tutor in Physics, for one year.

Clark Harold Sackett, A.B., as Tutor in Botany and Zoology, for one year.

### Library

William Wirt Foote, as Assistant in the College Library, for one year.

Miss Hattie Maude Henderson, A.B., as Assistant in the College Library for one year.

Miss Mary Jean Frazer, as Assistant in the College Library for one year.

### Men's Gymnasium

Homer Waldo Spliers, as Teacher in the Men's Gymnasium, partial work, for one year.

All these reappointments are of tested workers and call for no special comment.

### *New Appointments*

The list of new appointments, made by the Trustees at the Semi-Annual meeting, is as follows:

#### College

Mr. R. A. Budington, A.M., as Associate Professor of Zoology, for one year, looking to permanency. The appointment to begin in the fall of 1907.

Miss E. M. Klitch, A.B., as Assistant in Psychology, for one year, to take the place left vacant by the resignation of Mr. Sturges.

Mr. G. D. Allen, as Assistant in the Zoological Laboratory, for one year.

Mr. C. B. Wilson, A.B., as Second Assistant in the Botanical Laboratory, for one year.

**Conservatory of Music**

Mr. Walter Peck Stanley, as Instructor in Pianoforte, beginning January 3, 1906, for the remainder of the college year, and for the college year of 1906-07.

Mr. Edward B. Manning, as Instructor in Violin and Composition, beginning January 3, 1906, for the remainder of the college year, and for the college year 1906-07.

Mr. John Ross Frampton, Mus.B., as Instructor in Organ, for one year.

Mr. George Carl Hastings, Mus.B., as Instructor in Pianoforte, for one year.

Mrs. Elleen O'Moore, as Instructor in Violin, for one year.

**Academy**

Ernest Barrett Chamberlain, A.M., as Tutor in English, for one year.

Miss Florence Westlake, A.B., as Tutor in English, for one year, to take the work laid down by Mr. Dick.

**Men's Gymnasium**

Mr. K. B. Ullman and Mr. E. L. Wertheim, as student teachers in the Men's Gymnasium.

**Women's Gymnasium**

Miss Maud A. Monroe, as Instructor in Physical Training, for one year, to take the work laid down by Miss Wickwire.

Aside from these appointments, made by the vote of the Trustees, the following extra appointments have been made by action of the Prudential Committee: On February 5, it was voted to appoint Mr. Harry Haslup Doering as assistant in the Department of Botany, for the second semester of 1905-06; during the summer Mr. Clarence A. Morrow was appointed Assistant in the Chemical Laboratory, for the college year 1906-07, in place of Mr. W. H. Chapin, resigned, and Mr. W. H. Chapin was appointed Instructor in Chemistry, in place of Dr. Thomas Maynard Taylor, resigned; Miss May E. Allen was appointed Tutor in English in Oberlin Academy for the

college year 1906-07, in place of Miss M. E. Brownback, absent on leave. For the present year the Prudential Committee has also approved of an extra section in first year French, to be taken by Mr. R. P. Jameson, and an additional section in second year German, to be taught by Fraulein Marie Grebe, and another laboratory section in Freshman Botany, under the care of Mr. C. B. Wilson.

The appointment of Mr. R. A. Budington, as Associate Professor of Zoology, is made upon the suggestion of Professor-elect Maynard M. Metcalf, with whom he is to be associated as soon as the present library building can be taken for the Department of Zoology. The postponement of the new library building will defer the coming of both Mr. Metcalf and Mr. Budington for another year, as the enlarged work in the Department of Zoology can hardly be undertaken without more room than is now available.

Mr. Budington is a graduate of Mount Hermon School in the class of 1892, and of Williams College in the class of 1896. From 1896 to 1898 he was a sub-master and teacher of Mathematics and Sciences in Dow Academy, Franconia, New Hampshire; for the year 1898-99, Assistant in Biology in Williams College, taking his master's degree at the end of this year. For the year 1899-1900 he was a graduate student in zoology, psychology, and botany at Columbia University. For the years 1900-02, demonstrator of Physiology in the College of Physicians and Surgeons, Columbia University. His interest in his own early school led him to accept the position as teacher of zoology and physiology at Mount Hermon School for the years 1902-05. Last year and this he has been Instructor in Biology in Wesleyan University, in charge of the work of zoology, and during frequent absences of the head of the department conducting work in general biology, physiology, and botany. Mr. Budington has been both student and instructor,

at different times, in biology at the Marine Biological Laboratory at Wood's Hole, Massachusetts, and has done valuable research work.

The laboratory assistants in the College are, of course, appointed upon the recommendation of the heads of the departments concerned, and are thoroughly competent for the work they undertake.

In the Conservatory of Music the appointments of Mr. Stanley and Mr. Manning follow naturally upon the thoroughly satisfactory work of the year 1905-06. Mr. Hastings and Mr. Frampton are graduates of the Conservatory of Music in 1900 and 1904 respectively, and are tested both in teaching and in study here and elsewhere. Mr. Frampton is also a graduate of the College of the class of 1901, and has been teaching in the musical department of Iowa College, Grinnell, Iowa; and Mr. Hastings has just returned from three years' study abroad. During the last year he has been doing some teaching in Leipsic as well as study. Mrs. O'Moore brings to her work, not only extraordinary ability as a violinist, but very careful preparation for teaching.

In the Academy, Mr. Chamberlain is one of our own graduates of the class of 1904, has had successful experience in teaching, and has done graduate work chiefly along English lines. Miss Westlake is a graduate of Oberlin of the class of 1902, and comes from successful teaching at Collinwood. Miss Monroe is also one of our own graduates of the class of 1903, taking the Physical Training Diploma in connection with her degree. She has been teaching at Mount Holyoke, and comes to us with warm recommendations.

### *Organization*

The constitution of the College Faculty remains essentially as last year. Two or three committees have been somewhat



enlarged and the Committee on Student Conferences is likely to become one of increasing importance, with the development of the Men's Student Senate and the corresponding organization contemplated by the young women. The full list of committees is published in the earlier pages of this report. The more careful organization of the work of the Committee on Commencement once more justified itself in the increasing smoothness and satisfactoriness with which the arrangements for Commencement were carried through. In order that the work and organization of the Faculty may be kept thoroughly democratic, the President has recently addressed a letter to all the members of the Faculty, asking them especially to note the responsibility and privilege which they have in connection with the various department faculties and the general faculty, and urging the need of care as well in attendance upon the chapel exercises, if the unity of the College is everywhere to be preserved. With the growth of the College, and with the work organized as apparently it must be organized, there is practically no single place in which the whole institution comes together unless the chapel exercises can be made that place. It seems important to the President that all members of the Faculty, as well as all students, should be in attendance upon the common worship of the College, if real unity of spirit is to be preserved. This is not intended to indicate any spirit of dissension in the Faculty, for that certainly does not exist, but only the desire on the part of the President to secure still more completely the marked spirit of co-operation that has hitherto prevailed.

The work of the Faculty was still further helped by the publication during the year of the memoranda for the convenience of the Faculty, containing full data upon the constitution of the Faculties and Councils, the general actions adopted at various times for the guidance of the Faculty,

and the full statement of the present schedule of bills and fees for late registration and private examinations.

The Faculty have been brought together at various social occasions during the year, including the President's luncheon, given this year in two parts, as elsewhere noted.

### *Important Official Actions*

Several of the more important actions of the Faculty have already been recorded in the votes taken by the Trustees or by the Prudential Committee, but a number of other items deserve mention.

March 14, 1906, the following changes in the schedule were adopted:

1. That in the College, Seminary, and Conservatory there be four one-hour morning periods, as at present, but beginning at 8 o'clock instead of 7:30, and that chapel come at 12:00, and that there be only a single afternoon recitation period.

2. That in the College halls, dinner be served at 5:30 o'clock, study hour beginning at 7:30 through the year, and the hour of evening entertainments remain as at present. (Literary societies will meet at 6:30 on Mondays.)

May 1, it was voted to authorize printing in the College publications the names of the ten Freshmen who, during the first semester, attained the highest standing.

This vote was taken that a recognition might be given to scholarship, somewhat similar to that given to distinction in athletics, oratory, etc. The College has never favored stimulating scholarship by prizes, but it does not wish to put attainment in scholarship at a distinct disadvantage, as compared with attainment in other directions.

To avoid virtual repetition of work on the part of some students, the following action concerning the Sophomore requirements in science was taken:

That two classes in Chemistry be offered: a course in beginning Chemistry, to be known as Chemistry 1a, and another course to be known as Chemistry 1b.

That Chemistry 1a shall not be open to students who have offered Chemistry and received entrance credit for it.

That those who receive entrance credit for Chemistry must take Chemistry 1b or Physics 1 as their Sophomore science.

This action makes certain that each Sophomore shall be carrying one strong course in Science.

Three votes of the Faculty taken since the beginning of the present college year, though falling strictly outside the limits of this report, may still be appropriately discussed in connection with student discipline in a later section of the report. These votes were to remove the rule forbidding young men and young women from walking together after dinner before 7:30 p. m.; to revoke the rule requiring attendance upon the Sunday morning church service for the College, Conservatory, and Seminary students; and to approve of the constitution of the Student Senate of the Men of Oberlin College.

### *Reports*

As last year, the reports of the Faculty are classified into four large groups: Bibliography, Language, Literature, and Art; Mathematics and the Sciences; History and Economics; Philosophy, Psychology, Pedagogy, and Theology. The publications and outside work of the Faculty will be grouped elsewhere.

#### *Bibliography, Language, Literature, and Art*

Professor A. S. Root presents the following interesting report for the work in *Bibliography*:

The numbers electing these courses continue very large, when one considers the nature of the courses, and the relatively small number of students to whom they are likely to appeal. The large numbers I consider due, in part, to the attractiveness of some of the courses, but chiefly to the fact that there is an increasing number of young women who are looking forward to library work as a possible profession, and who elect these courses in order to get the bene-

fits which they are likely to bring in the library field. The equipment available for use in the courses is slowly increasing, and the gift of Mr. Charles Finney Cox, of the Latin Bible published by Anthony Koburger, of Nuremberg, in 1478, is a most welcome addition for the use of the class in the History of Printing. I think it rather remarkable that in a library of limited means as ours, we should have something like fifteen or twenty incunabula, and a very large number of sixteenth century books. I wish some man interested in collecting examples of printing, particularly the fine printing of the present day, such as the Kelmscott Press, and other private presses, could be interested to give his collection to the College. With such help as this, the work of giving instruction in the History of Printing would be comparatively easy. The course in the Use of the Library, which is usually taken by twenty to twenty-five Freshmen and Sophmores, is I am sure, a very valuable course, and I should be glad if more would take it, and yet I do not see how I could handle many more without making another section, since there is very much work to be reported on each day in the actual handling of the books referred to, and the course, unless this were done, would be of comparatively little value. For the course in Book Illustration, there is great need of better facilities than we have. Some kinds of illustrations, as copper engravings, etchings, mezzo-tints, photogravures, and half tones can be readily illustrated from the material in the library, but dry points, aqua tints, soft ground etchings, and some other kinds of illustration, are seldom found in books, and it is almost impossible for me to illustrate and to familiarize the pupils with these kinds of prints, without forming something of a collection of prints. If you could suggest in your report the value which would come to this course from having a collection of prints in the possession of the College, it might result in leading some collector of prints to add to our limited equipment.

The work of Dean Bosworth, as Professor of the *New Testament Language and Literature*, has continued along the same lines followed last year.

In the Department of the *Old Testament Language and Literature*, Professor Kemper Fullerton notes that the class in the History of Israel continues exceptionally large.

Professor Charles Beebe Martin, reporting for the Department of *Greek and Greek Archæology*, calls especial attention to the need of still further provision for the Library and for archæological material, but gratefully recognizes at the same time the help that has already been granted through the increase in the library appropriation. He expresses also his renewed conviction of the value of the course in beginning Greek. It is interesting to notice that that course, carried as hitherto by Mr. Louis E. Lord, is this year 26, larger than it has ever been before. As Mr. Lord says:

The course forms a valuable feeder for the Freshman Greek and affords an opportunity for Freshmen to study Greek who have been unable to study that language in the schools from which they came.

Mr. Lord emphasizes two needs of the Department, of which the President will later speak: the need of more courses in Ancient History, and of courses in Greek and Roman Literature for English readers.

Dr. Charles Nelson Cole, Professor of the *Latin Language and Literature*, reports that the experience of last year and the opening of the present year indicate that the Latin Department is "likely to need not less than twenty-nine hours of instruction all the time," and would even then "be unable to give such desirable courses as a history of the Latin Literature illustrated in English would be, or to take over the course in Roman History." Dr. Cole adds:

I am constrained, therefore, to urge that the time has fully come when the instructor in Latin should give his full time to this department, and to point out that suitable expansion of the work in Greek, Latin, and related subjects will soon require the appointment of still another teacher for the two departments. Indeed, I am not able now to see what disposition is to be made of the elementary Greek course next year, if the Latin instructor should be withdrawn from that course.

The following suggestive report from Miss Frances J. Hosford, Associate Professor of Latin in the Academy, may here be added:

Since these reports are wanted largely for the work of correlation, it may not be out of place to speak of entrance requirements, from the view-point of the secondary teacher. The small amount of required language and the system of balancing conditions make it possible to admit to the Freshman class students who have had *none* of the training which comes from continuity in language study—whose language work is still so very elementary that they cannot be said to have proved their ability to carry any language into the stage of applying first principles to work of any difficulty, or of any literary significance. In this connection, I am sure that the overgrown demand for beginning French and German in College shows a lack of wisdom in the student's elections before and upon entrance. I mean that some should have given more time to language in the secondary school, and that others should continue the language which they have carried to the point of profiting by college methods, instead of repeating their elementary work upon a new one.

Miss Arletta M. Abbott, Professor of the *German Language and Literature*, reports as follows:

The establishment of a second instructorship in German has put the department on a basis much desired. The work of the year was carried on by the professor in charge and Instructors Hagens and Myers. The German Club was organized for the first time as a formal student body, with the prime object of cultivating facility in German conversation. It had an average attendance of eighty members. At the end of the year the Club gave, under the special direction of Mr. Myers, Lessing's *Minna von Barnhelm*, so far as I know the first classic German drama to be put on the stage in Oberlin.

To this report of Miss Abbott may be added the following paragraphs from the report of Associate Professor William E. Mosher:

It is the hope of Miss Abbott and myself that the students may have increasingly more opportunities of hearing German and learning about the present and past of Germany. We shall seek to make it

more real to them by means of the German Club, lectures by Germans and Americans, stereopticon slides, etc. We recognize these expedients only as means to an end. The aim is that the students, after having overcome the language difficulty as such, may be able to interpret and appreciate German Literature as literature without the medium of translation. It is also our plan to develop in the advance courses the seminar method, as far as many be, so that an independent critical interest may be aroused among the students.

There has been so much added election in the Department of the *Romance Languages and Literatures* that Professor J. R. Wightman's statement of the work of that department for the year is given in full:

During the past year the work of the Romance Department was carried on by Mr. Cowdery, Mr. R. P. Jameson and your professor, who taught respectively, 17, 5, and 16 hours. Of these 38 hours, 34 were in French and 4 in Italian. Mr. Jameson's appointment had been rendered necessary by the large size of two of the French classes; the first year or beginner's class, and the second year in Composition. He had spent the preceding summer in careful and successful study in Paris, and pursuing his work along the same lines during the year he was awarded at its close the degree of A. M. in the department of Modern Languages in our college.

This present semester the number of students beginning the study of French in college has shown a still greater increase—from 130 to nearly 170—and this has necessitated the forming of two new divisions, a fifth and a sixth. These have been given to Mr. Jameson, whose teaching now comprises 13 hours of class-work. The three-hour course in Second year French numbers at present nearly 80 students, instead of from 50 to 55 as heretofore. The instructors are doing their best to handle these in two divisions, but evidently it cannot be efficiently done. As this class promises to be even larger next year it seems very necessary that a third division should be provided for. This would call for the full services—viz., 16 hours of teaching—of a third man in the department for next year, and we would recommend that Mr. Jameson be appointed Instructor in French.

Outside of the work of the class-room, the teachers of French conducted the French Circle, which is a branch of the "Alliance Française." The meetings were perhaps more than usually interesting.

As had been the case during the past two years the French Department invited the lecturer of the Alliance to visit Oberlin and we are glad that he was able to do so. M. Julien Tiersot, Librarian of the Paris Conservatory of Music and a leading authority on the Folk-song, was our visitor this year. He lectured in French on "The French Popular Songs," and greatly pleased us not only by his lecture but by the sympathy and expression with which he rendered many of the songs. We wish we could bring here each year the distinguished French savant who comes to this country. But such a lecturer, though his lecture be most helpful and stimulating, must necessarily appeal to but a comparative few. The audience that listened to M. Tiersot, numbering perhaps some 125, was probably larger than could be secured in most towns and colleges of this size, and yet it was quite insufficient to meet the expenses. It may thus be impossible for us, without some outside help, to be one of the three or four places in our state to invite these lecturers. It seems exceedingly desirable that there should be a fund—not necessarily a very large one—to establish for us a series of Departmental lectures, and that would secure for us visits from distinguished savants of our own or foreign universities. Other lectures—besides the one already mentioned of M. Tiersot—of special interest to the French Department, were, one by the head of the department on the *Alhambra*, lectures by Mr. Cowdery on *Paris* and the *Cathedral of Chartres*, and a lecture in French by M. Michelin, of Paris. All of these lectures were copiously illustrated by stereopticon views.

Early in the year it was decided to attempt the rendering of a French play by our students. It was felt that the plan would involve the expenditure of no little time and effort on the part of both the instructors and the actors participating, but hopes were cherished that the results to be obtained would be a full compensation. And such proved to be the case. The play chosen was Mollere's "Les Precieuses Ridicules," a short and bright comedy. It was given in appropriate costumes and before a good audience. The acting and enunciation were most creditable, and the entertainment was a source of enjoyment to all, and no little help to students of French.

Professor Cowdery of the same department also calls attention to the need of a fund for special lectures. The President agrees with both instructors that such a fund would do



very much to help out the work of all the departments of study by bringing, for occasional lectures, men of distinction in these different subjects.

The need of some increase of teaching force in the Department of *English* is made clear by the report of Professor Charles H. A. Wager, some paragraphs of which are here given:

In estimating the work of the Department of English for the past year, two things become evident: One is, the need of more advanced courses in literature and composition, and this I pointed out in my last report. One new elective course in literature has been added this year.

The other point is one upon which my conviction is daily strengthening. It is that our present methods and resources, in our work in composition are wholly inadequate. Instructors who teach twelve hours a week have, of course, little opportunity for theme-reading. This throws the greater part of this theme-correction, which, I need not say, is quite the most important part of the teaching of composition, upon student assistants, or other outside help. Even under the most favorable conditions, that is, when it is possible to secure and pay for expert theme-correction, the student does not then come into vital and helpful relations with the instructors, whom, for the most part, he meets only in the lecture-room. There seems to me only one remedy, and that a heroic one: to provide a corps of instructors large enough so that each teacher may be responsible for a limited number of students, say fifty or seventy-five. Then, I would so reduce the required hours of lecturing that the instructors might do all their own theme-reading, and hold frequent conferences with students. I am aware that this is a counsel of perfection, but it describes a condition which prevails in more than one American college and to which, I am sure, we shall more and more approximate.

Meanwhile, I should recommend that we increase the force of instruction as fast as possible, and that we make definite provision to enable instructors to do their theme-reading and hold conferences with students. I see no one way in which time can be gained for this except by reducing the required number of lectures. And the fact is that two lectures a week, in such a subject as English Composition, are a very doubtful boon to students. A single lecture, once a week

or once in two weeks, would, I believe, suffice. The advantage of having a student attend two classes a week in this subject is almost wholly a mechanical one. It palpably justifies his two hours of credit on the registrar's books. And this I hold to be true, quite irrespective of the quality of the teaching. The best that a man has to give can be given in direct personal intercourse, and many an able man will succeed in this way who is totally unequal to the impossible task of lecturing twice a week for a year on more or less elementary composition. I should like to see a beginning made in this direction next year. Only so, shall we do anything like justice to our students in this most important subject. One thing is clear: at any cost, unskilled theme-reading must go.

These suggestions of Professor Wager are further seconded by other instructors in the department.

Professor William G. Caskey of the Department of *Oratory and Rhetoric* comments with satisfaction upon the new plans for debate and the growing interest in Oratory.

The work in *Oratory and Debate* continues to gain ground in the field of student interest. Since my last report one round of debates has been held under the new arrangement. The essential feature of the new arrangement gives each institution one debate at home and one away from home; both occurring on the same night. The plan, after a trial year, gives good satisfaction. In the reorganization of the League, we have secured an agreement to make the debates strictly undergraduate contests. This, we hope, will not only stimulate an interest in debate at the right place in a student's preparation, but will give zest to the contest itself.

The annual contest of The Northern Oratorical Association was held in Oberlin last May. The opportunity of hearing the best product of the oratory of the various institutions in the Association seemed to be appreciated by the students. The loyal support of this department of student interest was attested by the attendance at the contest. At no other place of holding the contest has so large an audience greeted the contestants. The visitors mentioned with unusual appreciation the treatment accorded by Oberlin students, and I am sure that the promotion of good fellowship between the various institutions is no small part of such annual meetings.

The report of Professor Albert H. Currier is for the twenty-fifth year of his service as Professor of *Sacred Rhetoric and Practical Theology*, and indicates the steady interest with which his work has been carried on. A single paragraph is added from this report:

My continued interest has been fed and maintained, of course, by keeping up my studies in the branches I teach. During the last year I have greatly extended the range of my acquaintance with Homiletic writers and preachers, explored new fields in the extensive literature of Foreign Missions, which is becoming very rich and attractive, and read much concerning the Social Problems of our day, and the various means—some of them old and well tested and some recently adopted and promising much good—that are employed for their solution. The greater part of my summer vacation was given to these studies.

The report of Miss Eva M. Oakes, Instructor in *Drawing and Painting*, calls especial attention to the Art Loan Exhibit held this year:

During the month of May I had the good fortune to secure the loan of more than a hundred original drawings and paintings by Mr. E. H. Blashfield, and Mr. Kenyon Cox, of New York. These artists are of first rank as mural painters, and the exhibition consisted of preliminary drawings and paintings, which had been used in the decoration of some of the most prominent public buildings in the United States. This was the first exhibition of original work ever shown in Oberlin, and it afforded my students and others an opportunity of seeing the work of artists seldom seen outside the large cities.

The following account of the *Art Exhibition*, submitted by Professor Charles N. Cole, should find a place at this point:

In the absence of both Professor Martin and Professor Johnston it seems to devolve upon me to report the chief items of interest regarding the Art Exhibition given from March 26 to April 6, 1906.

The Exhibition was in itself undoubtedly the most attractive and valuable yet held. Its range, because of limitations of space available for the display of material, was not greater than that of earlier

exhibitions, but its content and arrangement of material were superior to anything that had preceded. From the college collections there was little on exhibition that had been shown before, and the loans were much more varied and interesting than in previous years. Especially noteworthy as novel features of this Exhibition were the Keppel collection of original engravings, the Japanese wood engravings in color, the illustrations of the Sidon sarcophagi loaned by Western Reserve University, the autotype reproductions of modern French art, loaned by the Chicago Art Institute, and, perhaps the most striking of all, the collection of casts gathered from the College possessions and loaned by friends. For aid in securing the loans, the Committee is indebted to a number of friends, most of all to Dr. Dudley Allen for the Keppel engravings and Professor Grover for the Japanese color prints. Cordial acknowledgments are due also the students of the classical departments for the gift to the College, with special reference to its use in this exhibition, of a beautiful cast of the Aphrodite of Melos.

As in former years, a course of lectures on art and archæological subjects was given in connection with the Exhibition, with the use of the stereopticon to illustrate the evening lectures. Here again the committee is under obligations to those outside its numbers who kindly consented to help in this way. (The full list of lectures appears elsewhere in this report.)

The Art Reference Library of three hundred volumes proved, as it did two years ago, a very profitable supplement to the display of pictures and casts.

In financial returns also the Exhibition surpassed those of previous years. After much discussion and with some misgivings, the price of season tickets was raised from fifty cents to a dollar, and of single admissions from fifteen to twenty-five cents; a student's ticket, good only on those days of the Exhibition on which the College was in session, was also sold at a reduced rate. The results seem to have justified the innovations, though some complaints were heard because the course tickets were not transferable, at least within the limits of a family. The gross receipts were \$879.98; the expenses, unusually heavy this year, amounted to \$347.66; there was left \$532.32 as the net proceeds, as against \$400 two years before. The proceeds were divided equally between the departments of Modern Art and of Greek and Roman Archæology.

Advantage may be taken of Professor Martin's absence to comment briefly upon the extent to which the success of the Exhibition depends upon the exertions of the Chairman of the committee. The trying nature of the work required in preparation for the occasion and the weight of the inevitable responsibility throughout its continuance can hardly be appreciated even by those who have done their best to assist in the work. The Committee as a whole is inclined to question whether the results of the Exhibition are commensurate with the heavy labor involved. Should Professor Martin himself take the position that they are not, it seems to me personally that prompt acquiescence in that view would be much more fitting than insistence upon continuing the custom of a biennial exhibition. It also seems to me that there should be a different method of distributing the proceeds, if the exhibitions do continue, so as to give the department of Greek Archæology a larger proportion than it receives at present.

Dr. Florence M. Fitch makes the following report for the course offered in English Bible :

The division of the Freshman Bible Class, the increasing number of advanced students electing this course, after having completed the requirement in it, and the larger enrolment in the purely elective course during the last two years, should perhaps be mentioned. There seems to be a growing recognition of the importance and value of curriculum work in Bible study; and the question may well be raised whether Oberlin is appreciating its opportunity and obligation in this line. Some adequate normal course seems the urgent need of this department.

To this report the President may simply add that the very large numbers in the Freshman class seemed to make it exceedingly desirable that the class should in some way be divided. The number was quite too large to be handled with any comfort by any single instructor, and it was felt that, both for the sake of giving the Dean of Women closer connection with the young women of the entering class and of giving the President and the Dean of the Theological Seminary a similar earlier acquaintance and contact with the men of the Freshmen class,

the class might well be divided in that way, Dean Fitch taking all the young women and Dean Bosworth, with the President, taking the men. The experience of the present semester indicates that the plan is giving us a clear gain.

#### Mathematics and Sciences

The report of Professor Frederick Anderegg calls attention to the pressure for increased teaching in this department as well.

The situation in the Department of Mathematics is about the same as a year ago. In Professor Cairns's absence his work is being done with good success by Mr. Armstrong. The demand for courses in Surveying and Mechanical Drawing has increased so much in the last few years, that it seems necessary for the future to give courses annually in both subjects, instead of in alternate years, as has been our practice for some time. That means that at least one section of Freshman mathematics now being taught by Mr. Armstrong will have to be taken by some one else. The sections are again becoming large. If we had class-rooms available, it would be better to form more sections, and probably to employ an instructor to give his time to Freshman mathematics.

Mr. Armstrong is giving an elective course in College Algebra, and I am giving elective courses to undergraduate students in Analytic Geometry, Calculus, and Theoretical Mechanics, and a course in Modern Methods in Analytical Geometry to a class of graduates.

It seems to me that the interest on the part of the students is very satisfactory, and that the quality of the work done by students and teachers is high.

The value of the mathematical library has been greatly enhanced since my last report, by the purchase of "Crelle's Journal für Reine und Angewandte Mathematik," which was made possible by the generous gift of \$500 by our trustee, Charles M. Hall.

To this report of Professor Anderegg may be added the following sentences from Instructor G. N. Armstrong, who has charge of the courses in Mechanical Drawing and Surveying.

It seems to me that the courses in Mechanical Drawing and Surveying are attracting a sufficient number of students, now, to justify the equipment of a room especially for them. It is quite probable

that the same teacher will have charge of both courses for some time to come, and a combination room might well be fitted up. I believe that courses having fewer students have far better facilities.

The need of further facilities at this point is unmistakable.

The report of Dr. Charles E. St. John for the Department of *Physics and Astronomy* shows not only the increase in that department, but calls attention to the still larger demands that are likely to be made for shop work, if that is to be undertaken at all.

The number of students in this department was larger than in any previous year and the condition emphasized again the need for more, and more suitable room for the work of the department. We in Peters Hall found the crowding of classes was in evidence more than ever before, and the condition raises the question of providing more recitation and lecture rooms, particularly in view of the fact that increasing numbers of students will make necessary an increase in teaching force without rooms for the additional classes unless something is done to relieve the situation. A new recitation hall seems at present out of reach, but the adaptation of some dwelling owned by the college to such uses would offer temporary solution of what promises to be a very serious condition.

In my capacity as advisor to the men looking forward to technical courses I was more and more impressed with the wisdom and from some points of view the necessity of providing more work in Oberlin College that would appeal to such men. The increasing number of men in the Mechanical Drawing and Surveying courses shows the drift of the men in that direction. It seems as if the time would soon come when both these courses should be given each year instead of on alternate years, as at present. This raises the question of suitable rooms for these courses. I am becoming more and more of the opinion that it would not be wise to install shop work in Peters Hall. It would in a very short time prove inadequate, if not already so, in view of the increased enrolment. Our experience shows that young men from the Oberlin constituency will come to Oberlin of preference, if they can find there what they want. Perhaps the wisest course now would be to build an inexpensive building in such a situation that it would be near the future Physics building and near

also a possible engineering building. Such a building might be of brick and plainly finished, and two stories high, the second story furnishing the much needed room for Mechanical Drawing and Surveying. Such a plan would give the building a somewhat retired situation and it would be available for use for engineering purposes even after an engineering building became a reality.

Mr. J. S. Luckey gave half of his time as an instructor in this department and Mr. W. G. Mallory was an assistant on part time while doing graduate work. Both are efficient and loyal men. Miss C. L. Rose was graduate student in Mathematics and Physics. She was called to take charge of the work in Physics and Chemistry in the High School at Atlantic Mine, Mich.

A plan was outlined last year and some start was made to equip a photometer room to serve the double purpose of adding to the efficiency of the Laboratory equipment and of making it possible to have some real check upon the quality of the gas and the electric current supplied to the college by the Oberlin Gas and Electric Company.

The report of Professor F. F. Jewett, for the Department of *Chemistry*, notes the fact that the entire Chemical Building is already needed for the use of that department alone, so that the department has to make some sacrifice when the building is used for other work. The demands made by the increasing number of students are here also made plain.

The class in general chemistry this fall numbers 171, the largest number we have ever had in this subject. These are taught in the laboratory in three divisions, but even this arrangement makes it necessary to have a larger number in the room at the same time than can work to good advantage. If the teaching force in the department were larger so that the laboratory could be open the entire day, forenoon as well as afternoon, the congested condition of the room would be relieved, and the students could work to better advantage. This arrangement would be possible if we could employ more advanced students to prepare re-agents, provide apparatus, etc., work that is now done by a regular assistant, leaving the latter his whole time to devote to students. This arrangement would be required only for the first semester, although very desirable throughout the year.



Professor F. O. Grover makes the following report for the Department of *Botany*:

The number of students registered in the department of Botany for the year 1905-06 was 142, as contrasted with 121 for 1904-05. This increase is almost entirely in the course in Organic Evolution which shows a gain of 20. This is due to the transfer of the course from the first to the last hour of the forenoon at the request of a number of the Senior Class, the latter hour having a minimum of Senior conflicts.

By this change the course has become practically a Senior Elective, as the Juniors are barred by conflict with required Psychology, the Freshmen are ineligible, and most Sophomores find their year's work mapped out in other directions. The class consisted of 21 seniors, 3 post-graduates, and 1 sophomore. The present year (1906-07) there are 26 seniors, and 1 post-graduate. I find it a course that appeals strongly to men, as during 1905-06, 54% of the class were men, while during the present year 63% are men.

I feel that the course, which I introduced with some hesitancy, has passed safely beyond the experimental stage, and that it has demonstrated that there was a real need for its existence. I hope I can make the course in some measure meet the need.

The work of the other courses requires no comment, as the character of the teaching and the number of students have undergone no change.

During the year Miss Anna M. Starr, of the class of 1906, was my first assistant in the laboratory, and Mr. H. H. Doering, of the class of 1906, was my assistant in Dendrology. Both gave very satisfactory assistance in every way, proving most excellent teachers and fully qualified for their positions. Miss Starr spent several weeks of the summer in graduate work in botany at Woods Hole, Mass., and returns better equipped than before for her work as assistant this year.

Miss Alma G. Stokey, of the class of 1905, was Assistant in the herbarium on a special appointment for the year. She rearranged the entire herbarium according to modern principles of classification, identified a considerable amount of unclassified material, and prepared several thousand sheets of plants for the permanent collection. She accomplished just what I had hoped for in rendering the

herbarium more accessible for use, and in incorporating new material. During the three years that Miss Stokey has been my assistant she has done her work with unusual ability. She is a woman of great promise. This year she is a graduate student in Botany at the University of Chicago.

The additions to the herbarium have been smaller and fewer than usual during the year. The principal addition was R. B. Hough's collection of 260 species of American Woods. This was by purchase.

The work in the Department of *Zoology* has been carried efficiently under the supervision of Dr. Lynds Jones, Associate Professor of Zoology, with the special assistance of Dr. E. B. Branson. Dr. Jones reports upon the courses carried by him in detail, urging the value of elementary Zoology courses for Freshmen, and the contribution made by the course in Ornithology in making a college student alive to his natural environment.

With reference to the Museum, Dr. Jones makes the very natural suggestion that it would be very appropriate to make Dr. Branson curator of the Geological Museum, as it seems inevitable that the Museum should be divided when the Geology is given a building by itself.

Dr. E. B. Branson reports for the Department of *Geology* and his report is given entire :

I gave ten hours' work in geology in 1905-06, five hours general geology, three hours economic geology, and two hours paleontology. I also gave a nine-hour field course in the summer school. The purpose of this course was to fit men for practical work on state and national geological surveys and to prepare them to teach geology and geography effectively. Twenty-five dollars was taken from the museum fund to help pay the expense of the course. The specimens collected by the class repaid the museum more than tenfold. The course cost one hundred dollars. This is about half what it would regularly cost, as I did the teaching for about half pay in order to get the work started. But the specimens collected for the museum would more than pay the regular expense of the course. It seems

advisable to give the summer course regularly and put it in the regular college schedule rather than in that of the summer school. It is necessary to the development of a strong geological department. Men who expect to work in geology must have field work, and if they cannot get it here they will go to some other school during the summer. If the course is listed in the regular college catalogue it will draw men for the summer. Besides the nine hours' summer course, three hours of physiography, two hours of continental evolution, and one hour of paleontology have been added to the schedule of geological courses, making twenty-five hours in all. Next year I want to offer eight additional hours, two hours petrology, two hours dynamic geology, and four hours economic geology. This would give a total of thirty-three hours and would enable students who take all the work to pass the United States Geological Survey examination, or get employment on state surveys. All of the work might be taken by undergraduates, or if students desired, they might take a master's degree in geology. The work would be similar to that given by universities for the master's degree. The extra courses would require little extra equipment.

The cataloguing is the most important work done in the museum in 1905-06. Each specimen or group of specimens of the same species is numbered and listed in a museum catalogue; each specimen or group of specimens of the same species is listed on a card and the cards are arranged alphabetically. The original labels of the specimens are kept in envelopes, five in an envelope, and these are so arranged that the labels may be referred to at once. When the card catalogue is completed any specimen in the museum may be found without delay by referring to it. In 1905-06 more than thirteen hundred species, represented by more than five thousand specimens, of fossils were thus catalogued. More than a thousand specimens of rocks and minerals were catalogued in the same way. I expect to have the cataloguing completed in three years. Some of the specimens collected during the year are new to science. I am working on them now and expect to publish the result of my work in the near future.

Dr. F. E. Leonard, reporting for the Department of *Physiology and Physical Training*, points out some changes in the work, due to opening to men the Teachers' Course in

Physical Training. Two paragraphs from Professor Leonard's report are here given.

The only change in my teaching last year was the addition of an hour a week of instruction in fencing, given to Junior men in the Teacher's Course in Physical Training throughout the first semester, and a one-hour course on the physical examination and the prescription of exercise offered to the same men in the second semester. The relief afforded by the assistance which Mr. R. P. Jameson, Instructor in Physical Training, rendered in the examining room and in portions of the office work, made it possible to add these courses without much increase in the demands upon my time.

During the Easter vacation I visited Philadelphia and New York in order to become familiar with certain features of the equipment, organization, and management of the departments of physical training at the University of Pennsylvania and Columbia University, with a side trip to Princeton University and an opportunity for conference with leaders in various phases of physical training in New York City.

#### History and Economics

Professor Albert Temple Swing, of the Department of *Church History*, expresses his satisfaction with the year's leave of absence, from which he has just returned, and his belief in the value for the College of this plan for occasional leave of absence on the part of the Faculty. On returning to his work in the College, he expresses also his apprehension of the danger of growing too much in the direction of the modern university methods and spirit, and especially of the danger of multiplying two and three hour elective courses in comparison with four and five hour courses.

In the absence of Mrs. A. A. F. Johnston for her year abroad, no report is submitted for her courses.

Professor Lyman B. Hall, of the Department of *History*, has also just returned from his year of study and travel in England. Professor Hall carried into his travel and study all his customary enthusiasm and thoroughness. He feels that the

year has been of great value to him, especially in its bearing on his courses in English and American History.

Dr. Albert Benedict Wolfe, Associate Professor of *Economics and Sociology*, makes his first report for that department. The needs in this department are so great and the wisdom of extending it is so clear that the report of Dr. Wolfe is presented in its entirety:

Every instructor no doubt has certain lines of thought in which he feels he can do his best work, where he feels his own interest will help create and maintain a real and vital interest on the part of the student; certain courses where from his point of view of the purpose of college training and of the study of the social sciences the central emphasis should be placed; and certain methods and sequences of courses he feels should be followed, under given conditions. Pursuant to the advice of Professor Carver, to my own views, and to the remarkable freedom of action permitted by President and Faculty, I made some changes in courses at once upon taking up my work, last year.

The five-hour elementary course which had been placed in the second semester with a view to accommodating sophomores just finishing required chemistry was placed in the first semester to make way for two new courses in the second semester. The *Economic History of the United States* was continued as a two-hour course but no longer as a necessary prerequisite for the elementary course. The courses in *Money and Banking* and in *Transportation and the Tariff* were for the time omitted, and *Sociology* made a three- instead of a two-hour course. In the second semester a course in *Modern Industrial Organization* (labor problems) was substituted for the *Financial History of the United States*, and one in *Socialism and Social Reform* for the course in *Charities and Corrections*. These changes were made with a view to probable future developments, in the hope that by next year at the latest we may have a second instructor in the department, with a division of work in accord to the peculiar interests and fitness of each of us, without sacrificing the interest of the student to the whim of the instructor. Certain further changes looking primarily toward securing the proper emphasis upon thought-provoking courses, and to courses designed as introductory to good

industrial and civic citizenship, have been made. The five-hour elementary course, previously running but one semester, is now a three-hour course for the whole year and a required preparation for all other courses with the exception of sociology. The design is not only to make it a thorough preparatory course, but a general course for those who do not expect to take more economics. The hope is while making it a good, substantial course, with strong texts, a considerable amount of library reading, frequent tests and quizzes, and lectures by both instructors in order that students may not be confined to any one person's view-point, to make it also a popular course, so that as many students as possible, women as well as men, may acquire an interest in economic and social studies. The change from five to three hours will also remove the conflict with chemistry, and give more time for thought and preparation to the student. *Sociology*, previously running but one semester, is now made a full course, with the hope that it may remain permanently so. There is no course, in this department, that I enjoy teaching more, or that students seem to enjoy more. It may be of interest to note that we are now using the "Sociology and Social Progress" recently compiled with an Introduction by Professor Carver, and find it much to our liking. The *Advanced Principles of Economics*, which can now be offered only in alternate years, I hope to offer every year as soon as we have a second instructor.

The demand for "practical" courses is especially marked among the men. Many of them, intending to enter business, look upon the department as a sort of technical training school. The demand for courses in money and banking, trusts, labor problems, taxation, etc., is therefore strong. It is a question with me just how far this predilection of the men should be given way to. The educative value of these courses, if followed to the exclusion of broader social study is not great, in my opinion. On the other hand it is, I suppose, a part of the function of the modern college to give the student some modicum of equipment to meet the actual concrete world he is going out into, and perhaps it is more the function of economics to do this than any other study, since the bulk of daytime interests are for most people economic. So far, I have reasoned with men that they cannot afford to let their college course devolve too much into a narrow introduction to the specific business they intend to enter. In some cases, also, I have cautioned students against taking too much economics to

the neglect of other things. We must, however, no doubt, offer courses in applied economics, especially in money and banking and taxation—what some have called, perhaps unfairly, ‘fact-courses’ in contradistinction to ‘thought-courses.’ I hope we shall be able to find and maintain a proper balance between the two, and that the department may answer the requirements of the men without encouraging them to inordinate specialization.

It is a striking fact that with the exception of three or four months in one of the Academy courses, Oberlin offers its students *no regular course in civics or government*. International law is given occasionally, but it is not especially designed to promote good citizenship. Comparative politics, for half a year, based on Woodrow Wilson’s ‘The State’ has been given occasionally. Professor Hall offers some historical courses in political science; but there is nothing in the way of a regular, general, and adequate course in government, which shall make the student acquainted with modern constitutions, modern party government in Europe and America,—in short such a course as will give the knowledge of the political life in which we move that every educated man and woman in a democracy ought to have. I am giving this year a very modest little course in municipal government—not because I know much about it, for I do not, but because I believe present conditions demand such a course and that it can be made to yield not only some preparation for the actual contact with politics our students will have, but also something from the cultural and ethical point of view. If the course is successful, I shall be glad to fit myself for it and continue it. I sincerely hope, however, that we may find some way to offer a general, full-year course in government.

The department cannot do its duty without greatly increased *Library funds*. On the seventy-five dollars a year now available, the current literature cannot be kept up, and there are numerous important standard works in economics lacking. In sociology the work is handicapped by lack of recent standard works; the same is true in less measure of the economic history. Several more economic and sociological journals should be added and the back files of all brought up to date. In international law the Library is so poor that practically nothing but a straight text-book course can be given. In municipal government, my whole allowance could be spent at once and still leave room for more purchases. In colonial government, the College

has *one* serviceable reference book—not enough to base a course on! Sociology, Economics, and Political Science are in reality three distinct, though related, fields, each with a literature of its own, and I question whether it is quite fair to any of them to lump them together all under one library appropriation. The U. L. A. Library is much better in some lines of recent publications than the College Library, but important books have to be duplicated to be made accessible to the whole class; it creates something of an invidious group-distinction to refer U. L. A. members to a reference on their shelves which others have to go without.

It is generally recognized, I suppose, that the establishment of an engineering school and a strengthening of the Department of Economics will do more than anything else outside, perhaps, certain changes in the rules governing both men and women, *to increase the percentage of men here*. Personally I do not share to the full the general solicitude felt over the relative numbers of men and women; it is rather a cause of congratulation that a constantly increasing number of women, a traditionally conservative class are feeling the need of the broader horizon a college training gives. I should be sorry to see Oberlin take any action that might by any stretch of newspaper or other agency be interpreted abroad as a departure in any way from the magnificent record always held on the co-education question. I shall be very glad to do all in my power to help along the usefulness of the Department to the whole student body, and in doing so I am very sure its usefulness to the men will increase *pari passu*, and that any extension of the facilities at the disposal of the Department will in due time show specific result in an increase in the number of men in College classes. At the same time I should be very sorry to have it understood that the purpose in increasing the strength of the Department was primarily to attract men to Oberlin.

For the year 1905-06 nearly three-quarters of the students in my classes, including international law, were men (71.4 percent). For the present semester the percentage is 64.2, about two-thirds, men. I should be glad to have more women in my classes, especially in those which they are now inclined to avoid—economic history, government, and advanced economic theory.

*The need of another instructor* is so well recognized and is perhaps suggested to such an extent in what I have said above that it is



unnecessary to say more about it. Nevertheless I may point out specifically that without another teacher we cannot

- (a) broaden the three-hour elementary course,
- (b) broaden the work of the economic seminar,
- (c) hope to make an adequate beginning on an organized series of courses in government,
- (d) give the required number of courses in applied economics,
- (e) give some important courses every year which can now be given only in alternate years.
- (f) introduce other desirable alternate courses, such as statistics, economic history of Europe, the ethics of social organization,
- (g) organize a sociology club, and perhaps above all
- (h) get two points of view instead of one in the department.

#### Philosophy, Psychology, Pedagogy, and Theology

Professor S. F. MacLennan reports for the Department of *Philosophy and Psychology*, especially emphasizing the need of more room for the psychological laboratory. The President heartily seconds this recommendation of Dr. MacLennan. A single paragraph from the report of Dr. MacLennan is here given:

I would again call attention to the absolute need of more room for the conduct of the Psychological Laboratory. As this need has been steadily overlooked in the many additions which have been made to the teaching force and other equipment of departments, I have begun to fear that the character and value of this line of work in psychology are not quite understood. The laboratory is being introduced generally and an ever more important place is being given to it in schools of good rank. While a good account is being given, I hope, of the regular appropriation, still nothing of a lasting character can be accomplished without room. At present the department is confined to one small room in the attic of Peters Hall. A moment's reflection will make it evident that different classes of experiments can not be carried on in the same room, e. g., sound and color work cannot be done at the same time and in the same place. The resultant is that a great deal of your professor's time and energy is used up in overcoming these difficulties as he best may. It seems scarcely fair that this department should be forced to work under a handicap

found in no other department. Indeed, did such difficulties exist elsewhere, it would seem self-evident that they should be rectified immediately.

The following paragraph may be given from the report of Professor Edward A. Miller, for the Department of *Pedagogy*:

The numbers have increased until it seems that another two-hour course could be very well added, and I hope that within a year I may be able to give up the work which I am now doing in History and devote all of my teaching time to this department. I gave several courses during the summer and think that some of the work done here could be very well offered during the College year.

I hope it may be possible at some time to devise some method by which at least a portion of the large number of pupils who prepare to teach here in Oberlin, may get some actual experience in the work of schools. I have thought that it might be possible at some time to make some arrangement with the public schools here for such work. While the College in no way wishes to take up the work of the Normal School, it is wise, I believe, to offer actual experience in teaching in real school work, as is done in departments of education in a number of Eastern Universities, notably Harvard and Brown.

The following extracts may be given from the report of Professor G. Frederick Wright, of the chair of *The Harmony of Science and Revelation*:

I have been enabled, during the past year, to carry on the work of my professorship with gratifying success. In August, 1905, I set out upon an extended tour to complete the investigations necessary to be made before publishing the results of the work I was set to do fourteen years ago upon my appointment to the present chair. During this tour I visited the most important points where geology and history meet during the period of palæolithic man in Denmark, Sweden, southern Russia, the Lebanon Mountains, Egypt, Italy, northern France, and southern England.

I have yet much material to prepare for publication which I hope, in the course of two or three years, to embody in a volume on *The Origin and Antiquity of the Human Race*. I trust that the volumes I shall soon publish will amply justify the Trustees in the liberties which they have granted me in connection with my professorship. I certainly have not been idle, and notwithstanding the

failure to endow the Cleveland Professorship to provide funds, I have, by vigorous effort of my own, and through the generous help of personal friends, been able to continue the work uninterruptedly according to the original plan.

The President's own teaching of Philosophy in the College and Theology in the Seminary has continued essentially as outlined in previous reports. The course with the Seniors in the Theological Seminary is changed from year to year to make certain that the students are kept in touch with all the great present-day movements in Theology.

Professor L. F. Miskovsky presents the following encouraging report for the *Slavic Department*:

The stimulating influence of Miss Walworth's gift to the Slavic Department began at once to be felt in the increased attendance and broadened curriculum with which the second semester of 1905-06 opened. Applications for admission continued to increase, giving the Department opportunity to exercise increasingly its discretionary powers in admitting new students. The year closed with an attendance of five men, and though two were sent out into the active ministry, the new year begins with an attendance of eight, of whom two remain from last year. This makes an increase of six new students, carefully selected from a list of eleven applicants. The young men are all of good promise and of approved Christian character. Five of them are Congregationalists, two Methodists, and one Baptist. This fact also represents a new departure, for while hitherto the Department confined itself to training men only for the Congregational ministry, it is now open to students of all denominations.

In enlarging the curriculum larger use will be made of the opportunities afforded the Slavic students by the Academy and College. The placing of the Department on an independent financial basis, so that it can pay for all that it gets from the Academy or College Departments, has made this very advantageous arrangement possible. The Slavic students can take more work of a general character, and spend a longer time in preparation for their life work than heretofore. Altogether, the outlook for the Department is very bright, and I am convinced that it has entered upon a new era of enlarged usefulness.

The report of Professor Edward Dickinson, of the chair of the *History and Criticism of Music*, may be appropriately added to these reports from the teachers in the Theological and College departments :

In September, 1905, the professor of the history and criticism of music established a course of lectures for college students, and this course has become a permanent feature of the college curriculum. Three lectures per week are given throughout the year. The purpose of this course is to furnish those who are not engaged in the study of practical music a means of increasing their comprehension and appreciation of the art. The work of all the representative modern composers is critically surveyed; the musical forms and technical materials are explained; account is given of the principal instruments and their resources, the constitution of the orchestra, etc., the test of good performance, the nature and limits of musical expression, in a word, all the æsthetic and scientific problems involved in the intelligent appreciation of the art of music. It is a course in the art of listening to music in the broadest sense of the term.

College students have always been admitted to the courses in the history of music given in the Conservatory. College credits are given for all these courses. The concerts of the Artist course and those given by the Musical Union furnish helpful illustrations of the subjects treated in the lectures.

The occupant of this chair is the only college professor in America who gives his entire time to history and criticism of music.

It is perhaps worth noting that, notwithstanding the high importance assigned to music among the educational advantages of Oberlin and the remarkable development of its concert system, fully 1,000 students cannot hear the concerts of the Artist course, and a large number are necessarily shut out from the performances of the Musical Union. This is due to the limited seating capacity of Warner concert hall and the churches. This fact, which so restricts the influence of our musical establishments, gives additional emphasis to the demand for a large audience hall. With such a building used for the Musical Union and the orchestra concerts, musical works of the highest order could be put within the reach of the whole institution. The number of orchestral concerts could be increased, by

reason of the larger income that would be derived from the sale of seats.

The President has this year asked for reports from all the teachers in all departments, in order that the College might have the advantage of every suggestion which any teacher might care to make. The President is grateful for the considerable suggestions which have so come to him and which will be of value in determining future lines of growth and expenditure. Professor Shaw especially emphasizes the great desirability of putting the Bible Study work in the Academy, like the similar study in the College, upon the basis of a two or three hour course instead of a one hour course. Other special suggestions of various teachers will be borne in mind. It is hoped that, through the proper agencies, many of them at least may be followed out in the present and the following years.

### *Instruction Units*

The Secretary's report gives full details upon this point and there is little need that more should be added here. It has seemed wise, however, to the President that, instead of allowing the growth in different departments to be determined so largely by the election of students, the Faculty should determine, after a careful survey of the ground, how much work might reasonably be offered by a department in comparison with other departments, and then, that that much work and no more should be so open to the students, the students being thus forced to elect in other departments beyond this limit. It seems reasonable, for example, that the work in the Departments of German and French, in which election has been very large, should be limited to classes that can be taught by three instructors in each department, one professor, one associate professor, and one instructor. This will allow the College to extend the teaching in other departments where the need is more manifest.

## V. ALUMNI

The report of the Assistant to the President, already given, indicates, in part at least, the anxiety of the College to maintain the closest possible connection with its alumni. Certainly those to whom the care of the College is especially committed are most earnest in their desire that its natural first constituency, that of the alumni, should be very free in suggesting any possible improvement in the work of the College.

*Necrology*

The Obituary Record of the alumni of Oberlin College for the year 1905-06 was once more carefully prepared by Mr. Luther D. Harkness, and published as a bulletin of the College, issued June 19, 1906. It contains concise sketches of forty alumni who have died during the college year; that is, the list does not contain, it should be noted, those who have died since the last Commencement. The number of deaths is eight less than that reported last year. The classes represented in the list range from 1836 to 1904, and the ages at death from thirty to ninety-five. Fifteen of those whose deaths are here recorded reached the age of seventy years or over, and six the age of eighty years or over. Nine of the list are under the age of forty years. Reverend Elisha Barber Sherwood was, at the time of his death, and had been for some years, the senior alumnus. The oldest alumnus now living is Reverend Samuel Fuller Porter, of Oberlin, who graduated in 1836. He is the only surviving alumnus of any class graduating before 1839. The full list of names follows:

| CLASS |                                    | AGE |
|-------|------------------------------------|-----|
| 1850  | Bigelow, Jabez                     | 83  |
| 1863  | Bruce, Ellen Lovenia               | 65  |
| 1892  | Carter, Josephine Barnard Mitchell | 35  |
| 1896  | Cheney, Gertrude Ellen Stiles      | 36  |

| CLASS |                                | AGE |
|-------|--------------------------------|-----|
| 1898  | Chittenden, Mary Chamberlin    | 32  |
| 1865  | Clark, Cassius Martin          | 58  |
| 1865  | Clarke, James Walt             | 62  |
| 1866  | Crooker, Della Martha          | 70  |
| 1862  | Cross, Clara Steele Norton     | 67  |
| 1852  | Dawes, Emeline Warren          | 79  |
| 1893  | Edgerton, Lucy Ione            | 39  |
| 1874  | Fischer, Frederick John Thomas | 64  |
| 1865  | Hall, Russell Thaddeus         | 61  |
| 1893  | Hayson, Walter Bowle           | 36  |
| 1846  | Helsell, Jesse L.              | 92  |
| 1863  | Hutches, Elizabeth A.          | 71  |
| 1847  | Ives, Mary Eastman             | 79  |
| 1876  | Jcliffe, Orion John            | 54  |
| 1849  | Jones, James Monroe            | 84  |
| 1860  | Juchau, George                 | 75  |
| 1861  | Kenaston, Carlos Albert        | 68  |
| 1866  | Kinney, Harriet Stanley        | 60  |
| 1847  | Lathrop, Ebenezer              | 76  |
| 1904  | Lemon, Guy Hugh                | 35  |
| 1887  | Lewis, John                    | 54  |
| 1846  | McCrea, Colla                  | 87  |
| 1898  | Meacham, Margaret Goodwin      | 30  |
| 1895  | Ornes, Susan Lord Currier      | 35  |
| 1864  | Payne, Zeno Corydon            | 65  |
| 1871  | Roberts, Lorin                 | 60  |
| 1850  | Robinson, Thomas Hastings      | 78  |
| 1836  | Sherwood, Elisha Barber        | 95  |
| 1893  | Smith, Edwin Burritt           | 52  |
| 1861  | Spoor, Orange Herbert          | 74  |
| 1884  | Staley, Effie May Chapman      | 43  |
| 1894  | Swarts, Lillie May Lyons       | 33  |
| 1858  | Teller, Willard                | 75  |
| 1884  | Tenney, Flora Annie Calkins    | 45  |
| 1846  | Van Wagner, James Mott         | 89  |
| 1888  | Webster, Charles Linsley       | 43  |

It is impossible for one to run over this list, with any knowledge of those whose names are here recorded, without

recognizing the large service that has been rendered through these alumni to the work of the world.

### *The Living Endowment Union*

The President rejoices greatly in the gains made in this movement during the year just closed. The splendid achievements in this line made by the alumni of Yale University indicate something of the possibilities for the College in this whole plan, and the President wishes to express once more his earnest conviction of the great value of the gifts received by the College through the Living Endowment Union.

### *Closer Relations*

The gains that have been made in bringing about closer relations between the College and the alumni in recent years must be clear to all. The most noticeable movement in this direction of the past year is the work of the *Bureau of Appointments*, which is in charge of the Secretary to the President, Mr. W. F. Bohn, under an advisory committee of which Professor Miller is chairman. Mr. Bohn submits the following report:

In submitting for the first time a report of the work done by the Bureau of Appointments, the Secretary feels that the work entailed by the Bureau and the limited amount of money expended have been amply justified in the results accomplished.

An effort has been made, in the first place, to perfect the registration of alumni desiring employment or change of position and especially to collect such data in regard to possible candidates for employment as will enable the college to answer inquiries from prospective employers intelligently and to recommend its graduates with assurance. This should be more effectually and easily accomplished in the future through the President's 'Senior Record'—information blanks filled out during the student's last year in college, containing data in regard to specialties, scholarship, and personal opinions of deans, teachers, and officers.



During the year circulars of information in regard to the Bureau of Appointments and letters of inquiry in regard to vacancies were sent out to a selected list of schools and colleges to which a gratifying number of responses were received. In addition to the alumni who were aided in securing appointments a large proportion of those graduates of last year who desired to teach were assisted directly or indirectly by the Bureau or members of the faculty in securing the positions they now occupy. Members of the class of 1906 are occupying responsible positions in Grammar and High Schools and more important places in Academies, Normal Schools, and Colleges, and one received an appointment as fellow in Tulane University, through information supplied by the Bureau.

Especial mention should be made of the marked success of Director Morrison, and Drs. Hanna and Leonard in placing the graduates of their respective departments. The Secretary feels that a large gain would be made if it were possible in some way to centralize all the work done for the graduates by some method of reporting information at least, to the Bureau whenever graduates are assisted to positions and also perhaps by directing students to apply to the Bureau of Appointments for recommendations from special departments of work allowing the Bureau to make the request for recommendations and keep a record of information gained in this way.

The Bureau has a legitimate place in the work of establishing and maintaining cordial and helpful relations between the alumni of the college and their alma mater, in first of all creating in the minds of its graduates a strong impression that the college is looking after their interests not only immediately upon graduation but wherever an opportunity of service offers. In the second place, the Bureau feels that the college can scarcely find a better way for strengthening its hold on its natural constituency in secondary schools than by placing efficient graduates in teaching positions of responsibility.

In connection with the suggestion to be made from other sources in regard to the work of an academy canvasser, permit me to add that it would be of considerable indirect benefit to the work of the Bureau of Appointments, if such a man were in the field, who in connection with his particular work for the Academy could not only secure information in regard to the general situation in Ohio and adjoining States, but be of considerable direct assistance in placing graduates in desirable positions.

A graduate who has been helped to a remunerative position by the Bureau of Appointments without the customary charge made by an ordinary Teachers' Agency, will, in a large majority of cases, feel a direct obligation to make some return to his college, through the Living Endowment Union, or other channel.

The possibilities of the Bureau are large if systematically developed, and it is the judgment of the Secretary that this should be done not only on account of the direct benefits accruing to the college, but to preclude the establishment of any other Teachers' Agency in Oberlin, not under official supervision.

In co-operation with Mr. Williams, the Assistant to the President, it ought to be possible to make the Bureau increasingly of real value to *all* those leaving Oberlin for other employment or to continue their education, by furnishing letters of introduction and recommendation based on the data on file with the Bureau so that it should more and more be true that every student going away from Oberlin would feel bound by the closest ties to the Institution from which he has gone.

The alumni will be glad to know that it is the plan to bring out, in connection with the Seventy-fifth Anniversary of the College in 1908, a general catalogue of all students who have ever attended Oberlin College. In 1910 there will probably be issued an alumni record, giving a completer account of the facts concerning the graduates of the College than the ordinary Quinquennial can give.

## VI. ADVISORY COMMITTEES

The entire list of the Advisory Committees is again published, with a list of the trustees and the trustee committees, as an important part of the records of the year. The work of these committees, as the name implies, is often best accomplished by personal suggestions to teachers in the departments concerned, and the College recognizes gratefully all the help that has been thus rendered. A number of these committees have done important service in bringing valuable changes to pass,

and more work of the same kind is confidently to be looked for in the future. There seems to be no reason why the membership of the committees, considering the comparatively short time of their active service, should not still remain unchanged, and the President, therefore, recommends that the members of the several committees whose term expires with January 1, 1907, continue their service for another term of three years. The vacancy in the chairmanship of the Committee on Ancient Languages caused by the death of Dr. Judson Smith of the Board of Trustees, should be filled at this meeting of the Board.

## VII. STUDENTS

### *Attendance*

The attendance of the students has been quite fully treated in the Secretary's report and in the President's comments upon that report. In spite of the very large present enrolment in the institution as a whole, the students are so scattered among the different departments and the different deans as not to make, in general, the number assigned to any one officer abnormally large. It seems entirely possible to have wise supervision even with the present large numbers.

### *Breadth of Constituency*

The Secretary's figures make it plain that the breadth of constituency, for which Oberlin has always been so remarkable, is fully maintained. In a sense true of very few colleges, it remains thoroughly national.

### *Health*

The general health of the students during the year 1905-06 has been, on the whole, remarkably good. There have been few cases of serious illness, though there have been four deaths noted in the reports of the Dean of College Men and the Dean

of College Women. No one of the deaths was due in any degree to conditions prevailing at Oberlin. At the same time it should be remembered that the number of students suffering from minor contagious diseases, like measles and mumps, is always larger than it ought to be, and larger than it would need to be if there were even a very modest provision for a college infirmary. The need of some such provision is very great, and if the College cannot meet it alone it would seem very desirable that the present movement for a town hospital should be carried out.

### *Athletics*

The following report from the Chairman of the Advisory Board for Athletics, Dr. Charles E. St. John, may be submitted in lieu of any further discussion of this point :

The past year was a fruitful one as far as united action by authorities in control of athletics in colleges is concerned. It was felt on all sides that the game of football needed some radical reform, if it was to remain a college sport. However much the rules of the game of football needed reform, it was felt that the conditions that obtained widely in intercollegiate athletics needed reform much more. In Ohio this was accomplished under the guidance of the Ohio Athletic Conference, of which Oberlin College is a member. At present this conference includes six institutions. Upon its invitation a meeting of the Faculty Committees on athletics of thirteen other colleges was held in Columbus at the time of the Conference of Presidents and Deans. By an arrangement between the two conferences, a large part of the program of the meeting of Presidents and Deans was given to the question of Intercollegiate Athletics. At their meetings the revised eligibility rules of the Ohio Athletic Conference were recommended to the Ohio Colleges. These have been formally adopted by the following institutions: Case School of Applied Sciences, Denison University, Heidelberg University, Hiram College, Kenyon College, Miami University, Oberlin College, Ohio State University, Ohio Wesleyan University, Western Reserve University, Wooster University.

The important changes in the regulations are the limitation of participation in intercollegiate athletics to *undergraduate* students, the debarring of Freshman and all other students during their first year of residence. The effect of debarring Freshmen was seen at once in the lessening of the efforts put forth to influence high school Seniors in the selection of their college. This rule obtains west of Ohio and in the extreme east also, but a group of institutions in the middle east has not yet put such a rule in force and the result has been that some athletic graduates of western high schools chose these particular institutions. The undergraduate rule removes preparatory students from the list of eligible candidates for intercollegiate games and, in great measure also, students in professional schools. At Oberlin this has brought about a separation of academy and college athletics, which has long been a desirable result on account of the gain to the Academy in allowing it to use its best men and in aiding in the building of an *esprit de corps* among academy students and developing a life of its own. On the college side, it dignifies all its athletic relations with other institutions.

United action was also had on the following more general regulations: the abolition of pre-season training and the limiting of Freshman teams to contests with other teams of their own institutions.

Four other recommendations are still under consideration; they are the abolition of the training table, the limitation of the number of football games, the closing of the football season on the Saturday preceding Thanksgiving, and the vexing question of the professional coach.

At Oberlin a marked advance has been made by the appointment of C. W. Savage as Director of Athletics and Associate Professor of Physical Training. This centralizes the responsibility for athletics in the institution by giving to him the same control over athletic affairs as the head of a department has over the work of his department, and the same responsibility for the work of his assistants. I believe we are on the way to a solution of this important but somewhat trying question—the management of athletics.

### *Discipline*

The reports from the Deans of Men and of Women, and from the Principal of the Academy, indicate once more that

little formal discipline has been required during the year, and they imply as well, as noted last year, the steady formation of closer personal relations between students and officers, and a consequent diminishing amount of discipline at arm's length. A Student Senate for the men of the institution has already been formed and gives promise of becoming a real help. The change in the regulations requiring church attendance affects the Theological and College Departments and the Conservatory of Music, and the President may be allowed to transfer to this report his statement of the reasons for this change as already given in the Alumni Magazine.

The alumni may not be uninterested in a statement of the considerations that moved the faculty to revoke the rule requiring church attendance except in the case of Academy students. The Academy faculty propose to deal with the matter in a way somewhat in line with the old reporting system. For the rest of the departments the faculty voted to revoke the rule. I am glad to say to the alumni what I said to the students at the time the announcement of the change was made. The action taken certainly does not mean any change of conviction on the part of the faculty as to the value of church attendance or as to the preeminent value of the regular morning service. Oberlin College does not intend to be mistaken as to its avowedly, aggressively, Christian attitude. The College believes that the Christian ideals are the highest the world has or can have, and, therefore, it can do no other than stand for them. As its catalogue steadily states, the College stands for truth, for character, for Christ, for the church—for the church as the one great world organization for ideal ends; and the faculty hope that if the setting aside of the rule makes any change at all it will make the church service mean more rather than less. The reasons that have weighed with the faculty in revoking the requirement are these: Since the abolition of the self-reporting system—which was probably inevitable, all things considered—the rule requiring church attendance has been a regulation without any natural check upon its observance, unless the faculty were willing to monitor church attendance or undertake a large amount of espionage of boarding houses. Neither of these courses had ever been followed in the history of the

College, and the faculty were convinced that neither of them would be justified or desirable. They believed that while it was quite true that no careful check could be kept upon the observance of the rule without monitoring, that nevertheless nothing would do more than such monitoring to make the church service—not in itself a college exercise—unpopular. This situation of having a regulation without any natural check, the faculty did not wish should longer continue, since they believed that in itself it tended to break down respect for other regulations, and that under the circumstances, the rule was not accomplishing much in the direction of its own end.

But more important than this administrative reason was the conviction that the ultimate end of all training is to bring people to a point where they will take on of their own will, what has been required, as desirable and right; and that wherever the voluntary can be safely substituted for the required it is a clear moral gain. The faculty believed that that point had been reached in this case and for the students of the departments concerned. The great majority of these students come to us from Christian homes, of Christian ideals, and have adopted for themselves these Christian ideals and standards. The extent and variety of their own voluntary interests and work in religious lines, as shown by the varied activities of the Young Men's and Young Women's Christian Associations, was further evidence of a warm voluntary religious interest.

The faculty believed, therefore, that the students could be trusted to make good use of full liberty at this point. They had believed further that Oberlin had moral and spiritual atmosphere and forces in which we ought to be able to put some real trust without enactment; and upon the presence of these forces and ideals in the students and in themselves they now confidently rely in this matter.

If I may express my own conviction it is that the resulting situation will be really more healthful and more satisfactory. There will probably be some slight shifting of emphasis as to particular meetings in consequence, but I do not expect any diminution of genuine religious interest and influence; and I believe that by their own manifestly strong interest in religious lines the students had fairly proved their right to this degree of liberty.

The reasons for the change in the regulation concerning walking in the early evening were given in the report of the Dean of Women. Considerable attention has been given also

to a discussion of the rule forbidding the use of tobacco by the students, and, in order that the position of the President upon this regulation may be clearly understood by all the alumni and friends of the College, the article prepared for the Alumni Magazine upon this point also is here presented:

The position taken by the College in this regulation is certainly not due to a wholesale denunciation of all users of tobacco. Too many honored men are included in such a list to make such an attitude for a moment possible. That position is rather due to what I suppose is the undoubted fact, that the young are certainly better without it.

The reasons that I suppose may be urged as justifying both the adoption and the maintenance of the Tobacco Rule, so far as it concerns men under twenty-five, are partly considerations of health, partly considerations of intellectual development, and partly moral considerations. Upon all these points both expert authority and statistical evidence are pretty decisive. These various considerations I attempted to put as clearly and strongly before the student body as I could, quoting especially President Hyde of Bowdoin College in his discussion of *Greek Qualities in the College Man*:

"Moderate drinking and smoking are the two forms in which the quest for abnormal or non-functional sensation is still in vogue. All the other forms of intemperance cited have so far received the stigma of social disapproval that their gradual descent through lower and lower strata of society to final disuse is merely a question of time. At all events, the young man who would attune his life to the highest wisdom, and control it by the firmest temperance, will not permit himself to form the habit of smoking before he has attained his full physical and mental stature, and has proved his ability with his own hand or brain to earn for himself whatever necessities and comforts of life he believes to be more fundamental and important than the inhalation and exhalation of smoke."

I further suggested that it was not a pleasant thing to feel that we had to connect this habit of smoking, as a characteristic habit, with that very small and especially favored element of our population, made up of our college men; that the situation in the Eastern colleges clearly showed that the practice tended to become tyrannical, as concerned even those who did not themselves wish to smoke, since they



were often made to feel that they were not coming up to what was expected of them, or were proving quite unsocial if they did not share in the smoking habit; and that a habit, against which so clear-sighted a nation as Japan had legislated, to the extent of forbidding the use of tobacco by any person under the age of twenty, was a habit that we might well regret to see so firmly fastened upon our college men.

I urged, therefore, that, since we might be sure that there were such strong considerations against the habit—at least for all in the period of growth—and since, in the line of President Hyde's argument, the trend of the ages was certainly against these forms of non-functional sensation, we might well believe that there were *need and opportunity for a strong college to stand squarely and firmly against the tobacco habit*, and that the maintenance of our rule against tobacco was a tradition well worth preserving.

At the same time, I tried to deal frankly and honestly with the students in this discussion of the regulation; and so recognized fully, as I think one must, that in this question of the tobacco rule it is entirely possible that there should be a good deal of violation that would not be known to the authorities (though the Dean has gone over the matter with every man entering College this year); and that, therefore, if there were to be a proper spirit through the College with reference to that regulation, much depended upon the attitude of the students themselves. To them, accordingly, I appealed to throw the whole force, not only of their personal example but of their personal influence, in favor of an honest maintenance of the regulation.

As evidence of the fact that this judgment of the tobacco habit was not a whim of a few of us here, I cited not only medical and philosophical authority, but also the fact that such practical men of wealth as several of our recent donors had, according to their own testimony, been not a little influenced by the presence of our rule against tobacco. I did not, of course, say that the donors had threatened to withdraw their contributions, for this they could not do. I quoted their opinion as valuable evidence from practical men.

It will be seen, thus, that I had no thought of simply leaving the fate of the regulation in the hands of the students, as though the Faculty had no convictions or responsibilities of their own; nor, on the other hand, did I think of making so wild a statement as that I would never consent to be the president of any institution in which

there was not a rule against the use of tobacco. That statement would have been at once contradicted by the simple fact that I had more than once seriously considered accepting the presidency of such institutions; and, moreover, such a statement could not be made by any man who realized that the *principle* of temperance was one thing, that the *regulations* by which it might be attempted to maintain that principle were quite another, and that no man could wisely pledge himself, under any circumstances, to an absolutely fixed policy in the matter of regulations. At the same time, I should personally feel exceedingly sorry, if we were forced to abandon the rule; but we must not have an essentially false situation in the matter.

My hope and belief are that the discussion has not been in vain, in calling the attention of the students to the seriousness of the issue at stake, and in enlisting their intelligent and hearty cooperation in the maintenance of the regulation. That sentiment and cooperation of the students we certainly must have if the rule is to count as it ought to count.

The President trusts that there will be no doubt on the part of the alumni or friends of the College that it is his strong conviction that Oberlin must continue to aim at college ideals above the average, and not be satisfied to sink back into an attitude of indifference as to the moral or religious life of the student body. None of the changes made are intended to indicate any lack of concern in this matter. It is rather hoped that they may tend to bring out a little more completely the initiative of the students themselves and to secure a completer cooperation upon their part, with the Faculty. That end, if it can be attained, it must be recognized, is a distinct moral gain, a far greater gain than would be achieved by even the strictest conceivable discipline without the students' initiative and cooperation. It must not be forgotten that it is one thing to get things done; it is another thing to secure that they should be done with a clear moral attitude on the part of the doer. The President wonders if the friends of the College quite recognize how much in the line of moral restraint

and discipline the College is trying to accomplish. It stands, for example, for abstinence from the use of liquor and tobacco on the part of all its students, against promiscuous dancing, against secret fraternities, against late hours for social functions, and, in general, in favor of the pervasion of the entire College by the highest Christian spirit. It is much if these ends can be accomplished, and the spirit of close sympathy and thorough respect be maintained on the part of the students.

Reference may be made under this head, discipline, to the law passed by the last Ohio Legislature, forbidding all hazing. This law ought to help all the colleges of the State in maintaining a proper standard as to students' treatment of one another.

### *Scholarship*

The Committee on Failure in Scholarship, the Advisory Officer, and his helpers in the Faculty, have cooperated with the teachers to make certain that the standard of scholarship should be maintained, and there seems no reason to doubt that that result has been fully reached in the past year.

### *Graduate Scholarships*

The list of students holding graduate scholarships for the year upon which we have just entered is as follows:

Miss Lois D. Walker—German and Romance Languages.

Miss Rose Rudin—Latin and Classical Archæology.

Alfred P. Lothrop—Chemistry, Mineralogy, and Geology.

Miss Anna Elizabeth Gilbert—English.

The graduate scholars in most cases, as hitherto, in addition to their study, are rendering some valuable assistance to the heads of the departments in which they are studying.

### *Social Life*

No special changes in the social life of the students have

occurred in the year covered by this report, but it is only fair to say that the students are getting an experience on this side of their life that is in itself needed and desirable, and that will help them to better meet the responsibilities which lie ahead of them in life. It may sometimes seem to those who look on from without that too much attention is given to this side of college life, but the very reasonable hours observed in all social affairs in which both men and women are involved, and, in general, in all social functions, certainly indicate that the College is to be congratulated rather upon the comparative restraint of the social life of its students.

### *Religious Life*

Last year's report perhaps sufficiently indicates the breadth of the work undertaken by the College on this side. The College has no thought of surrendering this work simply to the student organizations, and yet it is most encouraging that both the Young Men's and the Young Women's Christian Associations are doing such effective service in promoting the higher life of the College. The secretaryship of the Young Men's Christian Association was successfully carried last year by Mr. R. O. Bartholomew, of the class of 1905, and the secretaryship of the Young Women's Christian Association by Miss Jean James. Miss James resigned her secretaryship to enter upon foreign missionary service, and Miss L. J. Hopkins, of the class of 1906, was elected in her stead.

The report of the secretary of the Young Men's Christian Association merits the careful consideration of the friends of the college because of the increasing usefulness of that Association and its present pressing needs :

The Young Men's Christian Association occupies a strategic position in our college life, since it is the religious work among, for, and by the men, or in other words, it is the expression of what the

men of Oberlin consider "The Best." There are fourteen separate departments of work; twelve of which are conducted among students, and the entire work being executed by a committee force of about two hundred men.

The religious meetings of the past year were aimed to educate the college men to the broadest practical interpretation and application of Christianity. The average attendance at the thirty-five weekly meetings was two hundred and twenty-three; at eighteen of these meetings outside speakers presented topics along social-service lines.

Three hundred and twenty-two men were enrolled in Bible classes and got together once a week to discuss the lesson as well as to clear up practical difficulties in their lives.

\$1,030.75 was raised for the support of our college representative in Shansi, China. The number of men in the volunteer band was increased from twenty-eight to thirty-nine.

Membership in the association comprised about four-fifths of all men in the institution, while 90% of the men were active members.

Two hundred and fifty helpful calls were made upon the sick, discouraged, or "flunkers," and about sixty-five men indicated their intention of becoming Christians, in public meetings.

The association is the sole organizer and unifying agency of social life among the men. Four large "stags" were held during the year, at which a greater percent of the men were present. About sixty-five men daily frequent the reading room.

The association assisted about three hundred men to rooming places and one hundred and twenty-five to boarding places, during the past year. It secured \$5,978.56 of work for needy students during the past year. At present there is more work than there are men to do it.

Seventy-five men attended conferences with associations of other institutions.

The association raised and expended \$1,558.91, of which \$758.91 was for committee appropriations.

The growth of the association has been along the lines of more men identifying themselves with association work; of greater service rendered to fellow-students, and a broader and more practical interpretation of Christianity. Our association is suffering every day because of its lack of a suitable building in which to center its activities. At present our work is scattered about the College; two small rooms—which the association has entirely outgrown—in Council Hall

for its office; its social functions are held in Peters Hall, the Sunday Meeting is held in the Second Church, while the Bible classes meet wherever they can find a place, and there is not a single place for the cabinet or a committee to get together which may not conflict with some college activity. There is not a single spot in our college buildings where over five men can get together at once and feel that it is a distinctive association headquarters, yet we have one of the *eight largest* students' associations of *North America*. Besides the great lack of unity which we must continually face in our association work—due to lack of a building—there is manifest the lack of a broad and sympathetic point of view among the men which a building, as a great social mixing machine, would bring about.

The association is the largest and most important of all student enterprises, but, as it is at present, many people think of it only as an employment bureau, a Sunday meeting, or some one phase of its work, and therefore it cannot claim and demand the rightful prestige among other college activities that it would were they all centralized in one building. Our present cramped quarters give us dwarfed results; the same amount of energy and money expended with a building would *double* the results.

"The Oberlin association is the leading student association of Ohio and the state officers look to it for suggestions for their work," said one of the state secretaries last June. Such are the results as leaders in association work see them, yet we are working upon a cramped basis, and, although the eighth association in size in North America, there are twenty-eight other associations who spend more money in their work than do we. The leaders in our association activities are the leaders in our college life, and if we had a building where all men of the institution were thrown with these all-round men the contagion of character for good which would result would simply be incalculably great.

On account of the absence of Miss James, the secretary for last year of the Young Women's Christian Association, the report for the year is given by the present secretary, Miss Hopkins:

In reporting the work of the Young Women's Christian Association, I shall give, first, a review of the work of the official year which closed March 1, 1906; second, an account of what has been done since that time, with some plans and suggestions for the future.

The Fall Campaign Committee wrote personal letters to prospective students, met trains at the opening of the fall term, and assisted new students in the College, Academy and Conservatory on registration days. The paid membership to March 1, 1906, was 362, including Alumnae members who had paid at that date. The number of pledged members for the school year was 475, an increase of 170 over the previous year.

Financially, the Association was a splendid success. The great achievements in this line were the Bazaar held at Peters Hall in December, which cleared \$457.76, and the Taft lecture, which added \$62.19 to our resources. The systematic giving pledges were \$175.00, of which \$150.00 were collected, \$1,499.78 were paid into the treasury during the year and there was a surplus of \$236.26 at the close. This was the first year that the General Secretary was employed on full time, with a salary of \$600. A piano was purchased for use in the Sunday evening meetings.

Meetings were held Sunday evenings at Sturges Hall or with the Y. M. C. A. in the Second Church, when outside speakers were present. We observed the World's Week of Prayer in November, and had special devotional meetings during that week. The average attendance at the Sunday evening service was 200.

The courses in Bible study offered were 15 and the enrolment 275. This includes those enrolled in Training class groups. All the girls in the institution were canvassed after the Bible Study rally, and a record of the attendance at the classes was kept during the year. Six courses were offered in Mission Study, with an enrolment of 112. Twenty-four girls were enrolled in the Volunteer Band. We packed and sent two boxes—one of cloth for jackets for the girls in Mrs. Brown's school in Ceylon, and one of baby clothes for the Highlanders of Kentucky. These were valued at \$7.00 and \$25.00 respectively. We paid \$10.00 toward Mrs. Brown's support, and were contributors to the Shansi fund—also aiding in its collection.

Socials for the Association girls and their friends were held from time to time, beginning with the opening reception on the first Saturday of the fall term. This committee managed the Bazaar group. Socials were held among the Conservatory girls, to help in gaining their interest in Association work. Fourteen girls attended summer conferences—ten, the cabinet conference; ten, the State Con-

vention; and we paid the railway expenses of one delegate to Nashville. We also paid part of the expenses of a Faculty delegate to the Chicago National Convention.

From September, 1905, to March, 1906, the committee in charge of the employment bureau for the young women supplied 24 girls with work, the cash value of which for that time was \$1,000.00.

The Extension Committee had charge of the work for the girls at the Centennial Building, and carried on two clubs, which meet weekly. The visiting and philanthropic committee called on the sick and aged poor people and distributed clothing and toys at Christmas time.

Since March 1, 1906, the work has been systematized more than ever before, and is this year growing in all lines. As the Association is on a good financial basis, we can bend our energies in other directions. The interest felt among all the girls in the institution is increased.

The work of extension is organized and well under way. There are several suggestions and plans which must be considered. In the first place, we shall soon outgrow our place of meeting on Sunday evenings. The average attendance since school opened this fall has been 287. If Sturges Hall holds but a few over 300, how much more can we grow? Our membership will be 500, or over, by the end of the year. It seems almost necessary for the growth of Bible Study work in both Associations that a Curriculum Normal Course be offered, in which leaders of these classes can be trained.

We are glad to see that the Conservatory girls are uniting in classes, according to the number of years they have studied here. That means a partial solution of our problem of getting hold of the Conservatory girls. A nucleus of a few Association girls can do a great deal in these groups.

Since the death of our Treasurer, Mary A. Stevens, her mother has given to the Association, to be used in some permanent way "where it will help most" one hundred dollars and the accumulated interest, amounting in all to one hundred and fifteen or twenty dollars. The Cabinet has not yet decided what shall be done with this money.



## VIII. RELATIONS TO OTHER EDUCATIONAL INSTITUTIONS

*Secondary Schools*

The report of the Secretary calls special attention to two or three ways in which the College is endeavoring to keep in close touch with the secondary schools, and especially with those from which students are already coming to the College.

*Other Colleges*

The College maintains its connection with the North Central Association of Colleges and Secondary Schools, and its part in the so-called "Conference of Colleges of the Interior." Various members of the Faculty have had share in different educational gatherings. At a preliminary meeting called in connection with the North Central Association for the formation of an association of the presidents of the colleges connected with the North Central Association, the President was elected as presiding officer for the ensuing year. The first meeting of this new association will be held the present year. It is hoped, as was indicated in the last report, that the problems of the colleges as such may thus secure a kind of separate consideration plainly desirable, and the important place of the college in the national life be made more clear.

*Professional and Technical Schools*

No special change has occurred during the year in the relation of the College to these schools. It is plain enough that under the present conditions, the advantage, so far as shortening courses is concerned, lies with students of colleges connected with universities. It is not so clear that the final educational advantage lies there. The President and the Faculty of Oberlin have been clear that they could not wisely surrender students, who expected to bear the Oberlin degree, for their senior year to professional schools.

## IX. OUTSIDE INFLUENCE

*College Publications*

The list of publications made directly by the College is given in the report of the Secretary, and has already been commented on by the President.

The students' paper, the *Oberlin Review*, and the town papers, certainly have seldom done better service for the College than they are now rendering.

Attention should also be called to two important historical articles which have appeared during the year: one by Rev. Theodore F. Munger, D. D., upon Rev. John Keep, the first chairman of the Board of Trustees of the College, under the title, *An Old-time Hero*, published in the *Congregationalist* of September 22, 1906; the other, by Eugene F. Atwood, on *The Intimate Life-Story of Philo Penfield Stewart*, one of the two founders of Oberlin, published in *The Connecticut Magazine*, Volume X, No. 3.

The main publications of the Faculty for the year include: *Scientific Confirmations of Old Testament History*, by Professor George Frederick Wright; a book of consolation, entitled, *Where is Charlie?* by Professor Albert H. Currier; a volume of out-door sketches, entitled *Around an Old Homestead*, by Mr. Paul Griswold Huston; a text-book for second year German by Professor W. G. Mosher, entitled, *Willkommen in Deutschland*; and the President's volume on the fundamental Christian truths, entitled, *Letters to Sunday School Teachers*. Professor Albert Temple Swing's *Life of President Fairchild* will be issued probably in February. Mention may be made also of two important books by Mrs. Jewett, upon personal and public hygiene, issued under the titles *Good Health* and *Town and City*.

Besides these volumes, reference should be made especially to Professor Fullerton's noteworthy articles in the *Bibliotheca Sacra* on the "Invasion of Sennacherib," and "Luther's Doctrine and Criticism of Scripture"; to Professor Wright's articles in the *Nation* and *Records of the Past*; to Dr. Leonard's articles on "The History of Physical Training," in the *American Physical Education Review* and in *Mind and Body*; to Professor Lynds Jones' articles in *The Wilson Bulletin* on "The Drumming of the Ruffed Grouse," and "A Contribution to the Life History of Common and Roseate Terns"; to Professor Cole's articles on "Quintilian's Quotations from the Latin Poets" in the *Classical Review*; to Instructor Branson's articles in the *Journal of Geology* on "Amphibians from Permian and Triassic North America," and "Fish Remains from the Salem Limestone of Indiana" in *The Annual Report of the State Geological Survey of Indiana*. In addition to these articles, book reviews of importance have been contributed to various publications by Professors Cole, Wightman, MacLennan, Cowdery, Fullerton and other members of the Faculty.

A number of musical contributions have been made by members of the Conservatory Faculty, including the following works: By Professor George W. Andrews, two organ sonatas (one especially for the National Meeting of the American Missionary Association, entitled *Sonata Eroica*); a suite (fourteen pieces) entitled *Wedding Music*, and a *Cantabile in B Major*; by Margaret Jones Adams, three songs—*Dreams*, *Indian Summer*, *Shadows*, which will be published soon.

#### *Lectures and Concerts*

In addition to the recitals given by members of the graduating class of the Conservatory, the following lectures, concerts, and entertainments have been given during the year under the

auspices of the College or of the various organizations connected with it:

October 9—Professor G. W. Andrews. Organ Recital.

October 10—Miss Augusta Cottlow. Piano Recital.

October 24—Mrs. Maude Ballington Booth. "Prison Reform."

October 25—Madame Louise Homer. Vocal Recital.

October 27—Miss Jane Addams. "Social Settlement Work."

November 6—Mrs. S. C. Ford and Mr. Arthur Foote. Vocal and Piano Recital.

November 7—Jack London. "The Socialistic Revolution."

November 14—Mr. Jean Gerardy. Violoncello Recital.

November 21—Miss Caroline Harter. Violin Recital.

November 27—Professor G. W. Andrews. Organ Recital.

November 28—Jerome K. Jerome and Charles B. Loomis. Readings from their own works.

December 5—The Oberlin Musical Union. Oratorio, "The Messiah." *Handel*.

December 6—The Oberlin Musical Union. Oratorio, "The Beatitudes." *Cesar Franck*.

December 7—The Cincinnati Orchestra. Orchestra Concert. Matinee.

December 12—Henry Watterson. "Abraham Lincoln."

December 13—William Poel. "Shakespeare's Playhouse."

December 14—Hon. Samuel P. Orth. "Aaron Burr."

December 15—M. Julien Tiersot. "Popular Songs of France."

January 6—Mr. Leland Powers. "Cyrano de Bergerac."

Reading.

January 9—Mrs. Kirkby Lunn. Vocal Recital.

January 11—Dr. Richard Moulton. Reading from the Book of Job.

January 13—Professor Kirke Lionel Cowdery. "The Cathedral of Chartres."

January 16—The Kniesel String Quartet. Quartet Concert. Matinee.

January 16—Mr. Douglas Hyde. "Problems of Folk Lore."

January 20—Mr. Lorado Taft. "A Glimpse of a Sculptor's Studio."

January 21-27—Week of Prayer. Addresses by Dr. S. M. Zwemer and Rev. Robert Gailey.

January 22—Professor George Whitefield Andrews. Organ Recital.

February 7—The Pittsburg Orchestra. Orchestra Concert. Matinee.

February 8—Dr. Dudley P. Allen. "To be fed with the Crumbs that fall from the rich man's table."

February 13—Mr. Henri Marteau and M. Goellner. Violin and Piano Recital.

February 20—Mr. Samuel Gompers. "Tollers Organized."

February 21—March 21—Professor G. F. Wright. "Glacial Geology." Seven Lectures.

February 22—Dr. Dan F. Bradley. "The Radicalism of Washington."

February 23—Ben Greet Woodland Players. "Twelfth Night."

March 3—Professor John R. Wightman. "The Alhambra."

March 6—Mr. Ellison Van Hoose. Vocal Recital.

March 8—President Henry Churchill King. "Central Importance of Will and Action."

March 9—Professor Paul Shorey. "The Pace That Killed Athens."

March 12—Professor George Whitefield Andrews. Organ Recital.

March 13—President Woodrow Wilson. "What Does It Mean to be an American?"

March 20—The Oberlin College Glee Club. Concert.

March 21—Professor Kirke L. Cowdery. "Various Points of Interest in Paris."

March 24—Mr. Arnold Dolmetsch, Mrs. Dolmetsch, and Miss Kathleen Salmon. Music of the Olden Time played upon instruments for which it was written.

March 27 to April 6—The Art Exhibition.

March 27—Professor Edward Dickinson. "The Appreciation of Pictures."

March 28—Professor Charles Nelson Cole. "Roman Triumphant Arches."

March 29—Dr. Dudley P. Allen. Engravings and Etchings.

March 30—Professor A. A. F. Johnston. "Velasquez."

March 31—Professor H. N. Fowler. "Excavations in Crete and Their Results."

April 2—Professor Charles Beebe Martin. "The Sarcophagi from Sdon."

April 3—Miss Mary Monroe. "Hildeshelm."

April 4—Professor S. B. Platner. "Recent Excavations in the Roman Forum."

April 5. Professor F. O. Grover. "Japanese Wood Engraving."

April 5—Professor Azariah S. Root. "The History of Wood Engraving."

April 6—Professor Charles H. A. Wager. "Saint Francis of Assisi and His Relation to Art."

April 9—Dr. E. J. Banks. "Arabia."

April 10—Members of the Conservatory Faculty. Concert.

April 11—Dr. E. J. Banks. "Arabia."

April 12—Dr. G. A. Vincent. "The Larger Selfishness."

April 16—Professor George Whitefield Andrews. Organ Recital.

April 17—Mr. Hans Kronold, Professor William K. Breckenridge, Miss Caroline Harter. 'Cello, Piano, and Violin Recital.

April 24—Signor Gherardi. Vocal Recital.

May 4—Northern Oratorical League. Oratorical Contest.

May 6—Professor Edward Increase Bosworth. Baccalaureate Sermon. Theological Seminary. "The Gospel of Forgiveness."

May 9—Mrs. Margaretha Wunderle, Mr. Wunderle, and Mr. Bay Williams. Harp, Violin, and 'Cello Recital.

May 10—Rev. James Buckley, D. D. The Commencement Address. Theological Seminary.

May 15—Mrs. Olga Samaroff. Piano Recital.

May 29—Mr. Emilio de Gogorza. Vocal Recital.

June 4—Professor George Whitefield Andrews. Organ Recital.

June 17—President Henry Churchill King. Baccalaureate Sermon. "The Great Refusal."

June 19—The Oberlin Musical Union. "Requiem." *Verdi*.

June 20—Professor George Herbert Palmer. Commencement Address.

June 20—The Oberlin Musical Union. "Sampson and Delilah." *Saint Saens*.

June 21—Ben Greet Woodland Players. "As You Like It." Matinee.

June 21—Ben Greet Woodland Players. "The Tempest."

June 28-29—Music Teachers' National Association.

*Outside Work and Lectures*

The work done in this direction by the different members of the Faculty is in this year's report gathered together under a single head, rather than scattered through the reports of officers and teachers. In addition to the necessarily heavy work required of the members of the Faculty, in their respective departments, time has been found for wide and varied forms of usefulness outside of the College.

Professor Bosworth conducted a Bible class among the business men of Cleveland each Thursday evening in connection with the Y. M. C. A., having an average attendance last year of over fifty. He delivered four lectures in the Pilgrim Church, Cleveland. He attended the New England Alumni Association in Boston as a representative of the College. He delivered eleven addresses, in connection with the Congregational Congress of the Pacific Coast at Los Angeles; four addresses before the Association of Employed Officers of the Y. M. C. A. of North America. His work included eight addresses and conferences before the Ashville Conference of Southern college men; two addresses before the Ashville Conference of Southern college women; ten addresses and conferences in the College Students' Conference at Northfield; two weeks of work at Silver Bay, Lake George, including two Bible classes and several addresses; two addresses and several conferences before the Boys' Conference of Eastern States, Silver Bay.

Prof. MacLennan read a valuable paper before the Western Psychological Association, entitled *Organization in Psychology*.

Dr. Fitch attended the summer conference of the Young Women's Christian Association of the Central West, held at Winona Lake, Indiana, speaking twice and leading the Faculty

Conference. She was appointed chairman of the Committee on Student Work in connection with the Young Women's Christian Associations of Ohio, having general oversight of the work done in the colleges of the state and directing in some measure the movements of the State Secretary. Dr. Fitch also delivered the address at the laying of the corner-stone of the first woman's building at Heidelberg University, Tiffin, Ohio.

Professor George Frederick Wright delivered six lectures before the McCormick Theological Seminary on *The Origin and Antiquity of the Human Race*, and numerous other lectures.

Professor Root delivered an address at the annual meeting of the Ohio Library Association, also an address at the dedication of the public library in North Amherst. He has also served on several important committees in connection with the American Library Association and the Ohio Library Association; and, in addition to work strictly professional, has delivered numerous other addresses of a varied nature during the year and in connection with the organizations of which he is a member.

Prof. George W. Andrews has given important recitals in Monmouth and Austin, Illinois; Kalamazoo, Michigan; Marysville, Findlay, Cleveland, and Mount Vernon, Ohio; in addition to the five recitals given in Oberlin. He also served as a member of the committee appointed to consider the new twenty-thousand-dollar organ to be erected at Chautauqua Assembly.

Other members of the Conservatory Faculty have been doing interesting and important work in Cleveland and other places. The representation of the College by student organizations has been wholly creditable, the work of the Glee Club in this respect, of course, being particularly noticeable.



## X. MATERIAL EQUIPMENT

Under this heading there is not much to be added to the report of last year, beyond what has been already given in the report of the Superintendent of Buildings and Grounds. The chief changes are those made in connection with the Women's Gymnasium and in the provision of fire-escapes. It has been greatly hoped that there might be recorded under this head this year the beginnings of both the chapel and the library building, but the great increase in the cost of building material, as already noted, has made bids for both buildings run much beyond the funds provided. One of the problems the College faces is to secure, in spite of this large increase in prices, a prompt erection of these much needed buildings.

*Gains*

The gains for the year, on the material side, have been already fully treated in speaking of the gifts received by the College, under the head of "Donors," earlier in the report.

## XI. NEEDS

The main needs brought out by the survey of the year have been noted in the various sections of the report, and especially in connection with the reports of the administrative officers, of the Faculty, and of the Secretary. Several of the pressing needs mentioned in last year's report have, of course, now been met by the completion of the new Half Million Fund. It is still the judgment of the President that increase in endowment is now needed nowhere more than in the Theological Department, where there has been no increase in resources for many years. Many of the teachers in the Academy emphasize, besides, the need of more comfortable rooms and better equipment in that department. The College Department should soon see—this year if possible—the appointment of another

professor in the field of economics or political science, and the appointment as well of another professor in the Department of English; and the increase from tuitions may make these advances possible. It seems desirable that the Department of English should very soon have one full professor and two associate professors, probably one man and one woman. The Department of Latin and Greek also should soon be enlarged to include two professors and two associates, to whom should be given not only the regular courses in Latin and Greek, and Greek and Roman Archæology, but also courses covering the ground of Greek and Roman literature in English, and having charge as well of scholarly courses in Greek and Roman History. These changes would enable these departments to retain in a far greater degree their deserved hold upon the life of the College.

There should be also two full professorships in history. Some further growth in the teaching force in mathematics will probably be compelled. Under arrangements already made or making, each of the chief sciences, except physics, will have its separate building, and its adequate teaching force; and the Department of Physics, though its rooms are somewhat scattered in Peters Hall, is in admirable condition.

The need of additional provision for shop work and work that shall help us to adjustment with the technical schools is, of course, especially needed, and it should at least be possible to make better provision than is at present done for the work in Surveying and Mechanical Drawing.

Among the less expensive needs the enlargement of the psychological laboratory is one of the most pressing. There is need as well of a fund for general lectures that could be turned in various directions according to special needs.

The three buildings most needed, besides the chapel and the library, now provided, are, in the judgment of the Presi-

dent, a *Men's Building* that should afford in the broadest way a center for all the men's activities; an *Art Building*, to provide not only for the Olney Collection but for steady growth along art lines; and an *Administration Building*. Some provision for hospital facilities ought soon to be made. There can be no doubt, either, of the need of further dormitories for women.

The definite recommendations of the Council for the present and ensuing years are necessarily limited by the Budget and will be presented to the Trustees in connection with the preliminary report of the Budget Committee.

Respectfully submitted,

HENRY CHURCHILL KING.

# Reports of Officers



# Report of the Secretary

## *To the President :*

SIR—I have the honor to present herewith my eighth annual report as Secretary of Oberlin College, covering the year 1905-06.

The general work of this office has followed the same lines as have been indicated in previous reports. The new letter-filing cabinet, purchased during the year 1904, has now reached the limit of its capacity, and we face an expense necessary for a duplicate set of boxes, to cost probably \$100.

With the increased work in this office it has been necessary to employ additional clerks. It frequently happens that there are as many as eight or nine people employed in the three rooms belonging to this office, more than can work in such crowded quarters to good advantage.

It seems impossible to me that the Trustees of the college will be willing to have the contents of the offices exposed much longer to the fire risk of this present unsatisfactory building.

The Prudential Committee has several times considered the question of the completion of our card catalogue of former students as a necessary piece of work in connection with the plans for the general reunion of all former students on the occasion of the seventy-fifth anniversary of the college in June, 1908. Voting under date of April 26th, 1906, the Prudential Committee authorized me to proceed to the completion of the card catalogue of former students, and appropriated \$200 for this purpose to cover the expense up to August 31st, 1906. Again under date of August 4th, 1906, the Committee voted to authorize the expenditure of the sum of \$1000 for the year 1906-07, this amount to be charged into the expense account for the reunion of 1908. Under the authority of these votes, considerable progress has been made with our card catalogue, and I can now report of the Trustees that at the middle of November the cards had been written for all students prior to the year 1876. There is a period of twenty-one years, from 1876 to 1897, for which the cards will need to be written. I estimate that we have now written the cards for between twenty and twenty-five thousand of our students, and that

there will be perhaps ten thousand more cards for this interval of twenty-one years above mentioned.

Of course it will be understood that when this card catalogue is finished we shall have completed only a very small part of the work involved in finding the present addresses of students. This work of locating the former students and getting reports from them was what the Prudential Committee had particularly in mind when the vote was passed in August authorizing the expenditure of \$1000. Mr. Luther D. Harkness, who has been engaged in the publication of the quinquennial catalogues for the last fifteen years, and who has a thorough knowledge of the alumni of the college, has been engaged for the work upon the new general catalogue of former students, and will give his entire time throughout the coming year to this new work. The magnitude of the work may perhaps be estimated by remembering that our last Quinquennial Catalogue contained information concerning 4,000 graduates; whereas the new catalogue that we have in preparation will contain the names of at least 35,000 former students.

It should also be said that the work that is being done of finding the addresses of students and of completing the card catalogue of all students would need to be done whether we print a general catalogue or not. By the June meeting of the Board of Trustees in 1907 we shall be able to make close estimates of what the printed catalogue will cost.

In my report of last year I stated that there were two items of new work which I hoped to undertake during the year. These were the publication of a new illustrated pamphlet and the distribution to high schools of framed photographs of college buildings and grounds. It was not possible to do anything upon the new illustrated pamphlet, and we still face the necessity of an illustrated book for distribution to the students of high schools and academies. The former pamphlets that we have had were very effective in bringing Oberlin to the favorable consideration of students who were looking forward to college work. The Committee on Outside Representation has directed me to proceed with the collection of the material for the new pamphlet, reducing the amount of descriptive matter, and increasing the number of views of college buildings. I shall hope that during the winter some progress can be made in printing this pamphlet.

The calls from good high schools for framed photographs have been met in part by the distribution of panoramic views of the Campus sent out in attractive framing. The size of these frames is 14

inches by 40 inches. The schools to which these frames have been sent include such representative ones as those of Akron, Elyria, Lorain, Mansfield, and Sandusky, in Ohio; Joliet, Illinois; Cleveland Central High School, Cleveland Lincoln High School, Toledo Central High School, Rayen High School at Youngstown, and Perkiomen Seminary, Pennsburg, Pa.

Another piece of advertising that was undertaken for the first time was the distribution of copies of the College Annual, which were offered to us by the publishers at a reduced rate. Seventy of these student annuals were sent out to the high schools, and I think that they made a very favorable impression upon a large number of high school students, and helped materially in bringing to Oberlin the increased number of students this fall. It is my personal judgment that this piece of advertising work should be continued for several years at least.

I am sorry to report that no progress has been made upon the two items of deferred work which I have been facing for several years, mentioned in my last report. These are the systematic filing of many old documents of historical value, now stored in our vault, and the completion of the index of the first volume of Trustee Records. Both of these items of work are very attractive to me personally, and ought properly to be completed in the course of the next few months in order that any historical material revealed in the work should be accessible for the use of any persons who prepare historical articles in connection with the 1908 reunion.

Some progress has been made upon a new card catalogue which promises to be of great service, especially in securing uniformity of treatment in the assignment of credits of different students who come to us from a particular high school. It has often happened that I have been told by a student that some other student who had come from the same high school had received a different assignment of credits from that which was being given to the applicant. Heretofore the only method of referring to the credits assigned to former cases has been to look the cases up one by one upon the books in the College Registrar's office, a time-consuming and tedious procedure. The records of students admitted in former years to the College department will hereafter be arranged upon cards in my office, and upon the same card there will be a memorandum of the quality of work done by each student. The completion of these new cards will mean, therefore, that with a minimum of effort and with but slight loss of



time, we shall be able to have full information before us at all times with reference to former students from any particular high school. The cards will be filed geographically and in the course of three or four years the material in the new file will be of very great reference value.

I wish to join very heartily in the suggestion for the appointment of a traveling representative of Oberlin Academy, whose first duty shall be to visit the high schools of small towns to present the attractions of Oberlin Academy as a place for the completion of preparatory courses. The high schools which are ranked in this state as of the second and of the third grade could properly be visited in this way. Students who complete courses in these high schools usually need one, two, or even three more years of preparatory work before they are ready for admission to the best institutions, and the attractions of Oberlin Academy ought to appeal strongly to these students if it were possible to bring the Academy effectively to their attention.

Such a traveling representative would not only aid the Academy by increasing the students in that department, but would advance the general interests of the college in at least two other valuable ways: first, by assisting in placing the graduates of the college in important teaching positions in the high schools of the state, and by bringing our Bureau of Appointments into closer touch with the high school situation; and, second, by co-operating with the President's Assistant in finding men of financial resources to whom the needs of Oberlin College could well be presented.

An appointment of this character has been urged by the Principal of the Academy for many years. The experience which I have had in the last eight years as Secretary of the College makes me sure that in a very few years such a representative of the Academy would secure results that would fully justify the new appointment.

The conviction has grown upon me that the most important question which is at present before the friends of Oberlin is the question of how to make the college increasingly attractive for *men*. The need which has been constantly presented to the Trustees for the last three years for enough money to make a modest beginning upon shop-work is more pressing than ever. The shop-work need is scarcely more urgent than that of an adequately equipped building which shall be the center of the men's life. My correspondence with prospective students convinces me that we would be able to win for Oberlin many

very desirable men if we could offer to them some shop-work facilities and a richer fellowship of men with men. I think that it is fair to say that we particularly desire an increased number of men in our College department, and nothing will be so likely to bring to us men of the right type as the erection of a men's building and the installation of such facilities for shop-work as will meet the imperative needs of those who wish to go from Oberlin to technical schools.

The material in this report will be grouped under five main heads, as follows:

Publications

Correspondence and Admission of Students

Scholarships and Beneficiary Aid

Official Records and Statistics

The Athletic Association.

I. PUBLICATIONS

*Bulletin of Oberlin College*

The most important publication is the Bulletin of Oberlin College, issued every six weeks. It included last year the following numbers:

- No. 19. Annual Reports for 1904-05, Dec. 1905.
- No. 20. Catalogue for 1905-06, preliminary edition, Jan. 1906.
- No. 21. Theological Seminary catalogue for 1905-06, Feb. 1906.
- No. 22. Necrological Record, for 1905-06, June 1906.
- No. 23. Catalogue for 1905-06, final edition, May 1906.
- No. 24. Academy Calendar for 1906, June 1906.

One extra number was issued as follows:

Catalogue of Summer School for 1906, Feb. 1906.

Numbers 19 and 23 were mailed to all alumni.

*Other Publications*

The other publications which have been issued during the year have included the annual calendar and the printed directory of students. The calendar for 1906 was issued on the first of December, 1905, the edition being 4,000. Of this number 1,500 were distributed among the high schools of Ohio and the neighboring states, and probably 500 more were sent to important friends of the college. The students and faculty purchased the remaining calendars. The net cost to the college of these calendars was about \$150.

The calendar for 1907, which is now in the hands of the printer, will be of the same general style as the calendar for 1906, with very decided improvements in the designs of more than half of the interior pages as well as the cover design. The edition for 1907 will be 4,000, the same as last year.

The third annual directory of the students was issued October 8th, 1906. It contains the names and addresses of students, faculty, and trustees, together with information concerning the administrative officers and faculty, and the names of officers of classes and of student organizations. The sale of the directories to students meets practically all the cost of printing them.

We have had one more year of experience with the engraved invitations for Commencement. These invitations have been sent to trustees, donors, and to other influential friends, and to the presidents of a considerable number of colleges and universities. The responses showed that the courtesy is appreciated, and the issuing of these invitations will probably become a regular part of the Commencement schedule. In this same line it may also be noted that Oberlin Academy has been issuing engraved invitations to its friends and patrons for several years with increasingly good results.

During the last few years increased attention has been given to arrangements for the Commencement Exercises. Carefully prepared programs have been distributed to members of the classes planning to hold reunions, and special efforts have been made by the College to see that alumni and friends in attendance at the Commencement Exercises are adequately entertained while in Oberlin. Mention should be made here of the very efficient work of Mr. L. D. Harkness in the entertainment of the visitors at Commencement.

As chairman of the Committee on Printing for the sixtieth annual meeting of the American Missionary Association, held in Oberlin October 23-25, 1906, I had charge of the printing of a souvenir program containing much illustrative and descriptive material concerning Oberlin. Three thousand of these souvenir programs were issued. They were mailed to the more important Congregational ministers in the United States. In addition to large cuts of Oberlin, the souvenir contained twelve pages of information with reference to Oberlin's history, professorships, and buildings, and a summary of the most interesting facts at the present time. The distribution of these souvenir programs ought to prove to be of value to the college.

## II. CORRESPONDENCE AND ADMISSION OF STUDENTS

In my last report I made a rather careful statement of the method of procedure to be followed with reference to prospective students for our next Freshman class. My plans were carried out as outlined. The volume of work is sufficient to keep two stenographers busy all the time, and frequently I am compelled to call in a third stenographer.

*The College Enrolment*

The enrolment in the College Department for the year 1905-06, as published in the final edition of the catalogue was 714. Several mistakes were made in the division of this total into men and women. The correct figures for the year are shown as follows:

|                  | Men       | Women     | Total     |
|------------------|-----------|-----------|-----------|
| Graduates .....  | 15        | 7         | 22        |
| Seniors .....    | 57        | 77        | 134       |
| Juniors .....    | 59        | 77        | 136       |
| Sophomores ..... | 62        | 97        | 159       |
| Freshmen .....   | 89        | 119       | 208       |
| Specials .....   | 15        | 40        | 55        |
|                  | <hr/> 297 | <hr/> 417 | <hr/> 714 |

*Analysis of College Enrolment*

The following table shows the number of students registered during the year 1905-06, and the proportion of new students for whom it was the first year of enrolment in the College Department:

|   | Men       | Women     | Total     | Per ct. of<br>Whole<br>No. |
|---|-----------|-----------|-----------|----------------------------|
| In the College department, year of 1904-05....  | 183       | 235       | 418       | 58.3                       |
| In the College department, prior to 1904.....   | 7         | 17        | 24        | 3.4                        |
| <hr/>   |           |           |           |                            |
| In the Academy department, year of 1904-05...   | 25        | 17        | 42        | 5.9                        |
| In the Academy department, prior to 1904.....   | 0         | 2         | 2         | 0.3                        |
| In the Conservatory department, year of 1904-05 | 1         | 5         | 6         | 0.9                        |
| In the Theological department, year of 1904-05  | 1         | 0         | 1         | 0.1                        |
| New students, never registered in any dep't.... | 80        | 141       | 221       | 30.9                       |
|   | <hr/> 297 | <hr/> 417 | <hr/> 714 | <hr/> 100.0                |

From this table it will be seen that 442 students had been enrolled previously in the College Department, while 272, representing slightly more than 33 per cent. of the total enrolment, were *new* students in that department.

It should be noted that about 62 per cent. of the students had had previous enrolment in the College department. This percentage seems to be increasing each year, the corresponding percentage for 1904-05 being 61 per cent., that for 1903-04 being 55 per cent., that for 1902-03 being 60 per cent., that for 1901-02 being 58 per cent.

The table shows a decrease in the percentage of students who came into the College from previous study in the Academy department. This percentage has been decreasing during recent years. Last year the Academy contributed 6.7 per cent. of the total enrolment in the College. The corresponding figures for the four preceding years were 7.4 per cent., 10.9 per cent., 11.9 per cent., and 12.8 per cent. This decrease is explained largely by the other fact of the widening constituency of the College and the increasing number of high schools that are sending their graduates into the College. In connection with the large decrease of the last two years it should be borne in mind that the graduates from Oberlin High School have been entering the College department, twenty in 1904-05 and fourteen in 1905-06. Prior to 1904-05 the graduates of Oberlin High School needed an additional year in Oberlin Academy in order to secure rank in the College department.

#### *Classification of New Students*

The 272 new students who were admitted to the College department were classified as follows:

|                                  | Men       | Women     | Total     |
|----------------------------------|-----------|-----------|-----------|
| Admitted as Graduate Students... | 0         | 1         | 1         |
| "    "    Seniors .....          | 4         | 4         | 8         |
| "    "    Juniors .....          | 4         | 10        | 14        |
| "    "    Sophomores .....       | 10        | 13        | 23        |
| "    "    Freshmen .....         | 81        | 114       | 195       |
| "    "    College Specials ....  | 8         | 23        | 31        |
|                                  | <hr/> 107 | <hr/> 165 | <hr/> 272 |

In addition to the 195 new Freshmen shown in the preceding table there were 13 others whose names were listed in the Freshman

class who were Freshmen during the preceding year and failed to advance to the Sophomore class. The total number of all Freshmen as shown in the catalogue was 208.

Forty-six new students were admitted to higher rank than that of Freshman. This number is larger than in any other year in the history of the College with the single exception of the year 1903-04. This large number of students who come to Oberlin College with advanced classification, after enrolment in other institutions, constitutes one of the most striking developments of the recent years. A comparison of similar statistics for the last six years is added at this point. No statistics were kept with reference to advanced classification prior to 1900-01.

|                                    | 1905<br>-06 | 1904<br>-05 | 1903<br>-04 | 1902<br>-03 | 1901<br>-02 | 1900<br>-01 |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Admitted as Graduate Students..... | 1           | 3           | 5           | 1           | 0           | 1           |
| “ Seniors .....                    | 8           | 5           | 6           | 6           | 4           | 3           |
| “ Juniors .....                    | 14          | 6           | 13          | 9           | 6           | 8           |
| “ Sophomores .....                 | 23          | 20          | 23          | 14          | 13          | 6           |
|                                    | —           | —           | —           | —           | —           | —           |
|                                    | 46          | 34          | 47          | 30          | 23          | 18          |
| “ Freshmen .....                   | 195         | 187         | 210         | 168         | 165         |             |
| “ College Specials ..              | 31          | 40          | 30          | 33          | 19          | 150         |
|                                    | —           | —           | —           | —           | —           | —           |
|                                    | 272         | 261         | 287         | 231         | 207         | 168         |

#### *Students Admitted to Advanced Standing*

The preceding table shows that there were 46 new students admitted to higher rank than Freshman, and in addition to this number there were 3 College Specials who entered from other colleges and are fairly to be considered as of advanced rank. Of this total of 49 students of advanced standing 38 came to Oberlin from 30 different colleges as follows:

|   |   |
|---|---|
| Alma College, Michigan.....                   | 1 |
| Amherst College, Massachusetts.....           | 1 |
| Berea College, Kentucky.....                  | 1 |
| Bradley Polytechnic Institute, Illinois.....  | 1 |
| Carleton College, Minnesota.....              | 1 |
| Central College, Indiana.....                 | 3 |
| Dakota Wesleyan University, South Dakota..... | 1 |

|   |   |
|---|---|
| Doane College, Nebraska.....                        | 1 |
| Fitchburg Normal School, Massachusetts.....         | 1 |
| Greenville College, Illinois.....                   | 1 |
| Hillsdale College, Michigan.....                    | 1 |
| Iowa Wesleyan University, Iowa.....                 | 1 |
| Knox College, Illinois.....                         | 1 |
| Leland Stanford Jr. University, California.....     | 1 |
| McPherson College, Kansas.....                      | 1 |
| Monmouth College, Illinois.....                     | 1 |
| Ohio State University, Ohio.....                    | 5 |
| Olivet College, Michigan.....                       | 1 |
| South Dakota Agricultural College, South Dakota.... | 1 |
| South Dakota School of Mines, South Dakota.....     | 1 |
| Toledo Normal School, Ohio.....                     | 1 |
| University of California, California.....           | 1 |
| University of Denver, Colorado.....                 | 1 |
| University of Missouri, Missouri.....               | 1 |
| University of Wisconsin, Wisconsin.....             | 2 |
| University of Wooster, Ohio.....                    | 1 |
| Vincennes University, Indiana.....                  | 1 |
| Western College, Ohio.....                          | 2 |
| Western Reserve College for Women, Ohio.....        | 1 |
| Yankton College, South Dakota.....                  | 1 |

Seven students who were enrolled the previous year in Oberlin Academy were able to enter the College as Sophomores. These seven students did not have sufficient credits to secure the Freshman classification at the beginning of the year, but were ranked as Academy students with advanced credits, and by doing extra work during the year they were able to secure classification the succeeding year as Sophomores with deficiencies. Advancement in classification in some such way as this is made very easy by enrolment for summer work in the Oberlin Summer School.

One student entered with the classification of Junior after work in Oberlin Academy and in several sessions of the Oberlin Summer School.

Two students entered with advanced standing after classification the preceding year in Oberlin Conservatory of Music. One of these secured classification as a Senior, the other as a Sophomore. In both

instances there had been preceding enrolment in the College department.

One student was admitted to the rank of Senior after previous study in the Theological department. This student was a graduate from a small college and had had other graduate work in eastern institutions.

*Students Admitted as Freshmen and College Specials*

It is of interest to note where the new Freshmen and College Specials received their preparation for college. Three of the College Specials and one Freshman had studied in other colleges and were really of higher rank than Freshman. Three other Freshmen had taken work in other institutions and entered Oberlin at the beginning of the second semester, presenting thus some college work in addition to the usual high school preparation. There were two other students who, because of their age and definite plans for college work, were given classification as Specials in the College department without the usual formality of entrance papers to show previous studies. The table on page 127 shows 226 new Freshmen and College Specials. Subtracting the nine students above mentioned we have left a total of 217. Of these, 35 came from Oberlin Academy, and 182 from 128 high schools, academies, and other institutions.

There were 102 schools that were represented by one student each. The schools which sent more than one student numbered 26. With the extension of the course of study at Oberlin High School the graduates of this school are able to take classification as Freshmen, and 14 of the Oberlin High School graduates were admitted to the College department. The next school in point of enrolment of graduates was Elyria High School, with 7 students.

The 128 schools which furnished new students of Freshman grade for Oberlin College were as follows:

|  |   |
|--|---|
| Adams, N. Y., High School.....                   | 1 |
| Albany, N. Y., New York State Normal School..... | 1 |
| Argyle, Minn., High School.....                  | 1 |
| Ashland, O., High School.....                    | 1 |
| Ashtabula, O., High School.....                  | 2 |
| Augusta, Wis., High School.....                  | 1 |
| Austinburg, O., Grand River Institute.....       | 3 |
| Baraboo, Wis., High School.....                  | 1 |
| Benzonia, Mich., Benzonia Academy.....           | 1 |



|  |   |
|--|---|
| Boone, Ia., High School.....                         | 1 |
| Buffalo, N. Y., Central High School.....             | 1 |
| Buffalo, N. Y., Masten Park High School.....         | 3 |
| Calumet, Mich., High School.....                     | 1 |
| Canton, O., High School.....                         | 2 |
| Canton, S. D., Augustana College.....                | 1 |
| Cattaraugus, N. Y., High School.....                 | 1 |
| Chardon, O., High School.....                        | 1 |
| Cherokee, Ia., High School.....                      | 1 |
| Chicago, Ill., Lake View High School.....            | 1 |
| Chicago, Ill., Medill High School.....               | 1 |
| Chillicothe, O., High School.....                    | 1 |
| Chrisman, Ill., High School.....                     | 2 |
| Cleveland, O., Central High School.....              | 4 |
| Cleveland, O., Lincoln High School.....              | 1 |
| Cleveland, O., West High School.....                 | 3 |
| Cortland, O., High School.....                       | 2 |
| Dayton, O., Steele High School.....                  | 3 |
| Denmark, Ia., Denmark Academy.....                   | 1 |
| Denver, Colo., East Side High School.....            | 1 |
| Detroit, Mich., Central High School.....             | 1 |
| Dunkirk, N. Y., High School.....                     | 1 |
| East Chicago, Ind., High School.....                 | 1 |
| East Northfield, Mass., Northfield Seminary.....     | 1 |
| Easton, Pa., High School.....                        | 1 |
| Elkhart, Ind., High School.....                      | 1 |
| Elk Point, S. D., High School.....                   | 1 |
| Elmwood, Ill., High School.....                      | 1 |
| Elyria, O., High School.....                         | 7 |
| Flushing, N. Y., High School.....                    | 1 |
| Fort Edward, N. Y., Ford Edward Collegiate Institute | 1 |
| Fosteria, O., High School.....                       | 1 |
| Fredericktown, O., High School.....                  | 1 |
| Gambler, O., Kenyon Military Academy.....            | 1 |
| Geneva, O., High School.....                         | 1 |
| Georgia State Industrial College, Ga.....            | 1 |
| Greencastle, Ind., High School.....                  | 1 |
| Hancock, Mich., High School.....                     | 1 |
| Hartford City, Ind., High School.....                | 1 |
| Honolulu, H. I., Oahu College.....                   | 1 |

|   |    |
|---|----|
| Hoopeston, Ill., High School.....                                   | 1  |
| Huntington, Ind., High School.....                                  | 1  |
| Huntsburg, O., High School.....                                     | 1  |
| Jackson, Mich., High School.....                                    | 1  |
| Jackson, Minn., High School.....                                    | 1  |
| Kane, Pa., High School.....   | 1  |
| Kendallville, Ind., High School.....                                | 1  |
| Kenton, O., High School.....  | 2  |
| Kirtland, O., High School.....                                      | 1  |
| LaGrange, Ind., High School.....                                    | 1  |
| Lakeside, O., High School.....                                      | 1  |
| La Sueur, Minn., High School.....                                   | 1  |
| Lawrence, Mich., High School.....                                   | 1  |
| Lima, O., High School.....  | 1  |
| Lisbon, O., High School.....  | 1  |
| Lodi, O., High School.....  | 1  |
| Madisonville, O., High School.....                                  | 1  |
| Mansfield, Mass., High School.....                                  | 1  |
| Mansfield, O., High School.....                                     | 1  |
| Maquoketa, Ia., High School.....                                    | 2  |
| Marion, O., High School.....  | 2  |
| Marysville, O., High School.....                                    | 1  |
| Maryville, Mo., High School.....                                    | 1  |
| Miller, S. D., High School.....                                     | 1  |
| Moline, Ill., High School.....                                      | 2  |
| Montevideo, Minn., Windom Institute.....                            | 1  |
| Muskegon, Mich., High School.....                                   | 1  |
| Napoleon, O., High School.....                                      | 2  |
| Nevada, Ia., High School.....                                       | 1  |
| Newark, O., High School.....  | 1  |
| New Brighton, Pa., High School.....                                 | 1  |
| New Jersey State Normal School, N. J.....                           | 1  |
| New London, O., High School.....                                    | 1  |
| Normal, Ill., High School.....                                      | 1  |
| Northfield, Minn., Carleton College Academy.....                    | 1  |
| Norwich, N. Y., High School.....                                    | 1  |
| Oak Park, Ill., Oak Park and River Forest Twp.<br>High School ..... | 2  |
| Oberlin, O., Oberlin Academy.....                                   | 35 |
| Oberlin, O., High School.....                                       | 14 |

|   |   |
|---|---|
| Olivet, Mich., College Preparatory Department.....  | 1 |
| Omaha, Neb., High School.....                       | 5 |
| Osborn, O., High School.....                        | 1 |
| Painesville, O., High School.....                   | 1 |
| Pasadena, Calif., Throop Polytechnic Institute..... | 1 |
| Pennsburg, Pa., Perkiomen Seminary.....             | 2 |
| Peoria, Ill., High School.....                      | 1 |
| Phoenix, N. Y., High School.....                    | 2 |
| Piqua, O., High School.....                         | 4 |
| Ravenna, O., High School.....                       | 1 |
| Rushville, Ill., High School.....                   | 1 |
| St. Johns, Mich., High School.....                  | 1 |
| St. Paris, O., High School.....                     | 1 |
| Salem, O., High School.....                         | 3 |
| Sandusky, O., High School.....                      | 2 |
| Santa Ana, Calif., High School.....                 | 1 |
| Scranton, Pa., High School.....                     | 1 |
| Seattle, Wash., High School.....                    | 1 |
| Sibley, Ia., High School.....                       | 1 |
| Sidney, N. Y., High School.....                     | 1 |
| Sioux Falls, S. D., All Saints School.....          | 1 |
| South New Lyme, O., New Lyme Institute.....         | 2 |
| Springfield, Ill., High School.....                 | 1 |
| Stanton, Mich., High School.....                    | 1 |
| Taylorville, Ill., High School.....                 | 1 |
| Tiskilwa, Ill., High School.....                    | 1 |
| Toledo, O., Central High School.....                | 1 |
| Troy, O., High School.....                          | 1 |
| Ubee, Ind., Central College.....                    | 1 |
| Union City, Pa., High School.....                   | 1 |
| Upper Sandusky, O., High School.....                | 1 |
| Van Wert, O., High School.....                      | 1 |
| Waterloo, Ind., High School.....                    | 1 |
| Wauseon, O., High School.....                       | 1 |
| Wellington, O., High School.....                    | 3 |
| West Oneonta, N. Y., High School.....               | 1 |
| West Richfield, N. Y., High School.....             | 1 |
| Willmot, O., High School.....                       | 1 |
| Youngstown, O., Rayen High School.....              | 1 |
| Zanesville, O., High School.....                    | 1 |

*Requirements for Admission to the College Department*

For a number of years the definitions that have been used for units of admission credit have remained unchanged. In two or three of the subjects, particularly in the History and Civics group, there seems to be need of general revision, and the Committee on Admission will probably spend some time during the coming year upon the definitions of entrance credits. The North Central Association of Colleges and Secondary Schools is facing the subject of revision of definitions of entrance units, and any changes that are made in Oberlin ought probably to follow very closely the definitions adopted by the North Central Association.

*Amount of Entrance Credits*

For two years the following vote by the Committee on Admission has been in force,—“That not more than sixteen units of admission credits will be granted to any student whose preparatory work in High School (or Academy) covered only four years in time.” Our experience with this rule has been altogether satisfactory. In 1904-05 there were only nineteen students, comprising 9 per cent. of the total number, who were granted entrance credits of more than sixteen units, and in 1905-06 there were only fourteen students, comprising somewhat less than 7 per cent. of the total number, whose entrance credits were in excess of sixteen units. In all cases these students had preparatory courses covering four full years and an additional year either in the Academy or as a post-graduate in a high school.

Referring again to the table on page 127, which shows a total of 226 new Freshmen and College Specials, there were three Specials and three Freshmen who had studied in other colleges, whose admission credits included both high school and college work. Deducting these six students, also seven other students whose credits were either never investigated or were in such irregular condition as not to permit of easy tabulation, we have left a total of 213 new students. The preparation of these 213 students has been carefully studied and the results recorded in the following tables.

The table of percentages which follows shows roughly, (1) the number of students who were conditioned at entrance, (2) the students who exactly met the admission requirements, and (3) the students who entered with more than fifteen units of credit. A “unit” of work for entrance comprises four recitation periods a week for

one year with recitations of one hour each, it being understood that five periods of forty-five minutes each are accepted as an equivalent.

| Number of<br>Students | Amount of<br>Entrance Credit | 1905-06<br>Per Cent | 1904-05<br>Per Cent | 1903-04<br>Per Cent | 1902-03<br>Per Cent |
|-----------------------|------------------------------|---------------------|---------------------|---------------------|---------------------|
| 63                    | Between 14 and 15 units..    | 29.6                | 32.2                | 36.5                | 34.7                |
| 65                    | 15 units .....               | 30.5                | 22.8                | 18.0                | 17.1                |
| 71                    | Between 15 and 16 units..    | 33.3                | 36.0                | 32.6                | 23.2                |
| 14                    | More than 16 units.....      | 6.6                 | 9.0                 | 12.9                | 25.0                |
| <hr/> 213             |                              | <hr/> 100.0         | <hr/> 100.0         | <hr/> 100.0         | <hr/> 100.0         |

Seventy per cent. of all the students who come to Oberlin are now able to enter with the full admission credit of fifteen units or more.

The details of entrance credits for the 213 students are as follows:

| Units Presented         |                 | Men      | Women     | Total     |
|-------------------------|-----------------|----------|-----------|-----------|
| 14                      | units .....     | 9        | 15        | 24        |
| 14                      | 1-6 units ..... | 3        | 4         | 7         |
| 14                      | 1-3 units ..... | 2        | 10        | 12        |
| 14                      | 1-2 units ..... | 5        | 9         | 14        |
| 14                      | 2-3 units ..... | 1        | 1         | 2         |
| 14                      | 5-6 units ..... | 2        | 2         | 4         |
| 15                      | units .....     | 24       | 41        | 65        |
| 15                      | 1-6 units ..... | 2        | 3         | 5         |
| 15                      | 1-3 units ..... | 3        | 6         | 9         |
| 15                      | 1-2 units ..... | 9        | 9         | 18        |
| 15                      | 2-3 units ..... | 6        | 7         | 13        |
| 15                      | 5-6 units ..... | 1        | 2         | 3         |
| 16                      | units .....     | 9        | 14        | 23        |
| More than 16 units..... |                 | 9        | 5         | 14        |
|                         |                 | <hr/> 85 | <hr/> 128 | <hr/> 213 |

#### *Entrance Subjects Presented by Freshmen*

*English.* Two hundred and six applicants, representing 96.7 per cent. of the entire number, met the full requirement of three units in the subject of English. Forty-two of this number received credits slightly in excess of three units, in consideration of preparatory work

in English covering more than three years. The number of students asking for more than three units of credit has increased very noticeably in the last few years. Professor Wager has placed a notice in the catalogue that after the present year of 1906-07 credit will not be given for a fourth year of English without examination. It ought certainly to be possible to secure adequate preparation for the college work in English by three years of daily recitations in the high school.

Seven students entered with deficiencies in English, three men and four women. This is a much smaller number than in the preceding year, when the number of students entering with deficiencies was twenty-one. Students who are received with conditions in English are required to elect preparatory courses in Oberlin Academy in order to make up the deficiencies.

*History and Civics.* Only three students failed to meet the minimum requirement of one unit in History and Civics. These students who present less than one unit are required to elect courses in History in the college to count back upon entrance credits in balancing deficiencies. Forty-three students presented the minimum of one unit, and the remaining 167 presented more than one unit. Two of this number presented more than three units. It is the preference of the Committee that not more than three units of work in History be presented for entrance.

*Mathematics.* The full requirement of three units was met by 156 applicants out of 213. There were nine others who received two and one-half units of credit, but were not "conditioned." It is the expectation of the Committee that three years be spent in covering the subjects specified in the definitions of entrance units, but occasionally the schedule of work in the schools is so arranged as to cover the ground in two and one-half years. Formerly we allowed the full credit of three units in such cases, which practically imputed a half unit of entrance credit to the students. In the last two years, however, we have followed the plan of allowing two and one-half units of credit in these cases, and this practice seems to be entirely just and satisfactory.

Forty-eight students were admitted with deficiencies in Mathematics. Fifteen of these had a deficiency of a half unit in Algebra, eighteen had a deficiency of a half unit in Solid Geometry, two had a deficiency of a full unit including both Plane and Solid Geometry, and thirteen had a condition of both a half unit in Algebra and a

half unit in Solid Geometry. Conditions in Mathematics are made up by enrolment in the classes in Oberlin Academy.

*Sciences.* The minimum requirement in Sciences is one unit. It is recommended that applicants present at least one Science course which has covered a complete year, submitting satisfactory laboratory note-books, but the Committee still allows credit for "term" courses and "half-year" courses. There were five students who had no Science preparation, and three others who had had less than a year of Science work, the total number of students entering with Science deficiencies being eight, as compared to fourteen the preceding year. Thirty-eight students exactly met the minimum requirement of one unit; twenty-seven had credits ranging between one and two units; thirty-three presented two units; forty-six had credits ranging between two and three units; thirty-three presented three units. There were twenty-eight students whose credits exceeded three units. It is the preference of the Committee on Admission that not more than three units of work be presented in Sciences, but the good high schools are giving more attention each year to the preparation in Science, and the refusal on the part of the college to recognize any worthy work in Science would often result in hardship to the students.

*Languages.* The minimum requirement is four units, of which at least two must be either Greek or Latin. Thirty-eight applicants failed to meet this minimum requirement, seventeen men and twenty-one women. Three of these presented less than two units of language work, five presented two units, two presented between two and three units, seven presented three units, and twenty-one presented between three and four units. Forty-one students exactly met the minimum of four units. Fifty-nine presented Language credits ranging between four units and six units; twelve presented between six and seven units; and eighteen presented seven units.

There were five students who presented more than seven units, one of these receiving nine units of language credit and one ten. The student who received nine units of credit presented two in Greek, four in Latin, two in French, and one in German. In this case the preparatory course covered five years in the high school. In the case of the student who presented ten units of entrance credit in languages, three and one-half were presented in Latin, two and one-half in French, and four in German. The preparation of this stu-

dent was very slight in Science and in History. This student prepared for college by high school work, enrolment in Oberlin Summer School, and by a year of Language study abroad.

The preference of the Committee is that students present four years of Latin and two years of a second language.

*Latin.* The minimum requirement in Latin is two units. Six students presented no Latin and three others presented less than the minimum. Twenty-three presented the minimum of two units. One hundred and four presented four units in Latin, and twelve others presented more than four units. The preference of the Committee is that students should present four units in Latin, and it will be noted that one hundred and sixteen applicants (somewhat more than 50 per cent.) presented this amount. In general the Latin preparation of new students has been strikingly uniform during the last four years.

Students who present less than two units of Latin are required to elect work in Oberlin Academy to meet this minimum. Where a student presents more than two units, but less than four, the Committee on Admission urges, but does not require, the election of Academy courses in Latin.

*Greek.* Greek is optional. The number of applicants presenting Greek grows smaller every year. In 1905-06 there were only twenty-five students out of a total of two hundred and thirteen who presented Greek for entrance credit, less than 12 per cent., as compared to 20 per cent. in 1904-05, and 38 per cent. in 1902-03. Relatively few of those who present Greek for admission offer less than two full years of work.

*German.* German is optional. The total number of students who presented German was 132, being 61.9 per cent., as compared to 68.2 per cent. in 1904-05, 61.8 in 1903-04, and 63.4 in 1902-03. Two students presented less than one unit, receiving provisional credit in this subject with the understanding that the credit would be confirmed upon the completion of sufficient additional work to raise the total credit to one unit. Twenty-eight students presented a single year of German, while sixty-seven presented two years. Eleven students presented between two and three units, and three presented work for which three or four units of credit were allowed.

*French.* French is optional. The total number of applicants who presented French was thirty-two, as compared to thirty-three in 1904-05. Sixteen of the students presented a year of French,



while eight presented two years. Very few schools seem to offer French in their list of high school electives.

*Other Languages.* One applicant received a year of credit in Spanish, one a year of credit in Hindoostanee, and one a year and a half of credit in Norwegian.

*Miscellaneous Subjects.* The Committee is willing to make some allowance for admission credit for subjects not ordinarily taught in high schools, provided the work is worthy and the certificates show that the preparation has been good. Two students received some credit for Free-hand Drawing, seven students for Mechanical Drawing, Shop Work, and Manual Training. Two students from outside schools and four from Oberlin Academy received entrance credit for work in Declamation and Oratory. Five students received small allowances for the subject of Psychology. A considerable number of the students who entered from Oberlin Academy presented some college electives for entrance credits.

The general attitude of the Committee with reference to the miscellaneous subjects above mentioned is that they do not properly belong in the high school curriculum, but that where they have constituted a part of the students' regular courses in the high school it is not unreasonable to allow a slight amount of credit for them.

#### *Admission Credits of Conservatory Students*

In accordance with the vote of the Trustees, the students of the Conservatory are now catalogued under two headings, "Students of College Rank," and "Students of Academy Rank," it being explained in the catalogue that the students of the first classification have met the literary requirements for admission to the College department, while the students of the second classification have not met these literary requirements. The general catalogue for 1905-06 contained the names of 563 Conservatory students. Of this number 148 were classed as of College rank and 415 as of Academy rank. The relative number of students of College rank is somewhat more than 26 per cent. The corresponding figures for last year were 97 out of a total of 549, somewhat less than 18 per cent. This is a very satisfactory gain.

The preparatory credits of the 148 students of college grade came to me as Chairman of the Committee on Admission, and were treated in practically the same way as the preparatory credits of students in the College department. The Committee on Admission has passed

the following votes with reference to the literary credits of Conservatory students: (1) that substitutions will be allowed for the half unit of Solid Geometry and the last half unit of Algebra, these substitutions to be made from other subjects regularly approved for entrance credit; (2) that there will be no releases from the minimum requirements of three units in English, one unit in History, and one unit in Sciences; (3) that there will be no releases from the minimum requirement of four units in Languages with two of these units presented from some one Language, but the Committee will not insist that the two units be presented in Latin.

*Interval Between High School Graduation and College Registration*

Of the 213 students whose entrance papers were examined, 144 were graduates from the high schools in the preceding June, a percentage of almost 68. In the cases of 20 of the students, representing 9.5 per cent. of the total, there was an interval of three years or more between the completion of high school study and the beginning of college work. In one case there was an interval of eleven years. The following table gives full information upon this point:

| Date of Graduation<br>from High Schools | Number of Students<br>Admitted Sept., 1905 |
|---|--|
| June 1905 .....                         | 144  |
| January 1905 .....                      | 1  |
| June 1904 .....                         | 46   |
| January 1904 .....                      | 2  |
| June 1903 .....                         | 9  |
| June 1902 .....                         | 6  |
| June 1900 .....                         | 2  |
| June 1899 .....                         | 2  |
| June 1895 .....                         | 1  |
| Total .....                             | 213  |

*First Semester Reports for Freshmen*

We have had another year of very satisfactory experience with the system of reports of the work of Freshmen during the first semester of enrolment in Oberlin. For three years the records of scholarship of Freshmen and College Specials during their first semester of Oberlin work have been sent back to the preparatory schools from which the students came. Where the students showed

particularly fine scholarship the reports were accompanied by personal letters expressing the satisfaction of the college in the work of the students, and we have received many replies showing that the best schools take a wholesome pride in the subsequent work of their graduates.

The preparation of the reports has given the officers of the college a chance to scrutinize the quality of the students' work more carefully. The faculty has voted that the names of the ten students of highest scholarship might be published in the college paper and in the College Annual. Hereafter this list of ten names will be prepared subject to the two following rules: (1) only those students shall be considered who have been enrolled as Freshmen; and (2) only those shall be considered who have taken not less than fifteen hours of work in the College or Academy, eleven of those hours being selected from the regular Freshmen work. It is the feeling of the Committee that considered this question that it was only fair that the scholarship grades be compared of those students who were doing full work in the group of subjects set apart for Freshman election.

The grades of more than two hundred Freshmen and Specials were averaged for the first semester of last year. Of this total seventy-one students, about 33 per cent., had an average grade of 80 per cent, or better. Nine students had grades of 90 or better. One student had an average grade of slightly more than 95 per cent.

#### *Non-Return of College Students*

Referring again to the table on page 125 it appears that 183 men and 235 women, a total of 418 students, who had been in the College department in the year 1904-05 returned for the year 1905-06.

The following table gives the details of losses in the various classes:

|                  | In Catalogue<br>1904-05 | Returned<br>1905-06 | Did not Return<br>1905-06 | Received<br>Degrees<br>1904-05 |
|------------------|-------------------------|---------------------|---------------------------|--------------------------------|
| Graduates .....  | 16                      | 7                   | 9                         | 5                              |
| Seniors .....    | 112                     | 8                   | 104                       | 110                            |
| Juniors .....    | 127                     | 116                 | 11                        | 0                              |
| Sophomores ..... | 163                     | 124                 | 39                        | 0                              |
| Freshmen .....   | 200                     | 143                 | 57                        | 0                              |
| Specials .....   | 52                      | 20                  | 32                        | 0                              |
|                  | <hr/>                   | <hr/>               | <hr/>                     | <hr/>                          |
|                  | 670                     | 418                 | 252                       | 115                            |

Subtracting the 16 graduate students and the 110 Seniors who received degrees, we have left 544 students who ideally should have come back to Oberlin in 1905-06 for further study. Of this total of 544 students there were 140 who did not return, the percentage of the loss being 25.7 per cent. This is not so great a percentage as during either the year 1903-04 or 1904-05, the corresponding figures for these years being 30 per cent. and 28.1 per cent, respectively.

It is gratifying to note that the percentage of loss of the students whose return is desired is decreasing.

The following table gives the items which constitute this loss of 140 students:

|                 | Men | Women | Total | Enrolled 1904-05<br>but did not<br>Receive Degrees | Percentage<br>of loss |
|-----------------|-----|-------|-------|--|-----------------------|
| Seniors .....   | 1   | 0     | 1     | 2  | 50.0                  |
| Juniors .....   | 5   | 6     | 11    | 127  | 8.7                   |
| Sophomores .... | 15  | 24    | 39    | 163  | 23.9                  |
| Freshmen .....  | 24  | 33    | 57    | 200  | 28.5                  |
| Specials .....  | 13  | 19    | 32    | 52   | 61.6                  |
|                 | 58  | 82    | 140   | 544  | 25.7                  |

The following table shows that for the year under consideration the relative loss from non-return was greater among women than among men:

|             | Enrolled 1904-05<br>and did not<br>Receive Degrees | Did not<br>Return<br>1905-06 | Percentage<br>of loss |
|-------------|--|------------------------------|-----------------------|
| Men .....   | 230  | 58                           | 25.2                  |
| Women ..... | 314  | 82                           | 26.1                  |
| Total ..... | 544  | 140                          | 25.7                  |

For several years I have presented a table of reasons for the non-return of these college students, but this information is now being reported by the Dean of College Men and by the Registrar, and I have therefore made no attempt this year to study this question.

### III. SCHOLARSHIP FUNDS AND BENEFICIARY AID

The following tables show the condition of scholarship and loan funds and the payments for beneficiary aid for the year 1905-06, together with corresponding figures for the preceding year and for the year 1894-95:

|                                 | Aug. 31, 1906 | Aug. 31, 1905 | Aug. 31, 1895 |
|---------------------------------|---------------|---------------|---------------|
| <b>Scholarship Funds</b>        |               |               |               |
| University.....                 | \$50,065 50   | \$45,065 50   | \$22,970 09   |
| College.....                    | 29,750 00     | 25,000 00     | 8,557 00      |
| Seminary.....                   | 20,541 95     | 20,541 95     | 17,450 00     |
|                                 | \$100,357 45  | 90,607 45     | 48,977 09     |
| <b>Loan Funds</b>               |               |               |               |
| Shedd Fund.....                 | \$10,000 00   | \$10,000 00   |               |
| Jones.....                      | 558 98        | 811 28        | 1,521 49      |
| Moulton.....                    | 56 33         | 302 33        | 00            |
| Scholarship Loan.....           | 395 49        | 80 00         | 00            |
| Conservatory.....               | 316 39        | 133 69        | 589 00        |
| Gilchrist Banking Fund.....     | 9,500 00      |               |               |
|                                 | 1905-06       | 1904-05       | 1894-95       |
| <b>Beneficiary Aid Payments</b> |               |               |               |
| University.....                 | 2,048 98      | 2,239 70      | Note A        |
| College.....                    | 985 35        | 1,086 00      | Note A        |
| Seminary*.....                  | 1,246 00      | 1,144 96      | 1,335 00      |
| Old Scholarships.....           | 93 00         | 58 50         | Note A        |
| Avery Fund.....                 | 363 00        | 339 00        | Note A        |
|                                 | 4,736 33      | 4,868 16      |               |
| Trustee: College.....           | 744 06        | 793 00        | Note A        |
| Trustee: Academy.....           | 684 00        | 687 50        | Note A        |
|                                 | \$6,164 38    | 6,348 66      | 3,550 82      |

\*The payments in the Seminary include also gifts and loans repaid.

NOTE A.—The total payments upon University, College, Avery, and Trustee Scholarships in 1894-95 were \$2,215.82.

In the above table, scholarship funds are arranged under the three headings of "University," "College," and "Seminary." The University scholarships include those funds not especially designated by the founders for the use of particular departments. The assignment of these scholarships, the determination as to whether they are to be used for the aid of men or women, whether they are for College, Academy, or Seminary students, has been by vote of the General Faculty. It will be noted that there are no special scholarships for the Academy or for the Conservatory of Music.

It will be noted that there has been an increase of \$9,750 in scholarship funds during the year. These increases were as follows: the Goodnow Scholarships, \$5,000, by bequest of E. A. Goodnow, of Worcester, Mass.; and the Gilchrist-Potter Scholarships, \$4,750, by the bequest of Mrs. Ella Gilchrist Potter, of Alpena, Mich. Both of these scholarships are for the use of young women in the College department. The loan funds have been increased by the Gilchrist Banking Fund, \$9,500. This Fund came to us by bequest of Mrs. Ella

Gilchrist Potter. It constitutes a loan fund for the assistance of students in all departments of the institution.

A word of explanation should be made with reference to the "Trustee" scholarships. The amounts paid upon Trustee scholarships each year represent payments from the general income of the College. During the year 1905-06 the amount of Trustee scholarships used, \$1,428.05, represented the income of more than \$30,000 of the general endowment funds, and it would be very desirable that additional scholarship funds be solicited, to remove the necessity of this tax upon the endowment funds of the College.

The table which follows gives information with reference to the number of students who have received help during the last two years from the scholarship funds in the College and Academy departments, together with the average amounts granted. In connection with the larger average grants to women than to men, it should be borne in mind that it is probably easier for young men to secure outside work to help meet their College expenses than it is for young women :

|                  | Number<br>enrolled<br>in the<br>department | Number<br>receiving<br>aid | Total<br>amount<br>granted | Average<br>amount<br>granted |
|------------------|--|----------------------------|----------------------------|------------------------------|
| 1905-06          |  |                            |                            |                              |
| College Men..... | 297  | 70                         | \$1,417.50                 | \$20.25                      |
| College Women..  | 417  | 61                         | 2,019.49                   | 33.11                        |
| Academy Men...   | 197  | 58                         | 742.50                     | 12.80                        |
| Academy Women    | 149  | 24                         | 366.50                     | 15.27                        |
|                  |  |                            | <hr/>                      |                              |
|                  |  |                            | \$4,545.99                 |                              |
| 1904-05          |  |                            |                            |                              |
| College Men..... | 204  | 74                         | \$1,682.00                 | \$22.73                      |
| College Women..  | 376  | 65                         | 2,062.24                   | 31.73                        |
| Academy Men...   | 214  | 72                         | 827.00                     | 11.48                        |
| Academy Women    | 148  | 23                         | 325.50                     | 14.15                        |
|                  |  |                            | <hr/>                      |                              |
|                  |  |                            | \$4,896.74                 |                              |

The increase in the term bills in the College department from \$40 per year to \$75 per year, and in the Academy department from \$40 per year to \$50 per year, makes it difficult to realize for our self-supporting students the hope which is expressed in the annual catalogue of the College in the following words, "that no worthy student

need be prevented from enjoying the privileges of the College because of his inability to pay the term bills." We need *more* scholarship funds, not less, for beneficiary aid purposes.

It would also be very desirable if several prize scholarships could be established, to be awarded for superior excellence in studies. All of our present scholarship funds are beneficiary in their nature.

It is not the custom of the committees that have charge of the distribution of beneficiary aid to grant the entire income of any particular scholarship to any particular person. Usually the income of a scholarship is assigned to several students. In a few cases, as for instance, with the Whitcomb Scholarships, the entire income from \$1,000 is given to a single student. But in most cases the income is divided up as above indicated.

### *Loan Funds*

Our experience with loan funds has been very interesting. There are many who believe that the aid which colleges grant to students should be in the nature of loans rather than beneficiary gifts, and there are increasing numbers of students who seem to prefer to receive the money as loans. We have now six loan funds as shown in the preceding table.

*The Shedd Fund, \$10,000.* The Shedd Fund is classed among the endowment funds of the College. It is the gift of Messrs E. A. and C. B. Shedd, of Chicago. Whereas the ordinary endowment funds of the College are invested in mortgages and real estate, the Shedd Fund is invested in loans to students. It was established in 1902. Since that time loans have been made from the Shedd Fund to twenty-nine students. The amount of these loans was \$2,543.50. Eight of the loans, aggregating \$610, have been repaid in full. There were outstanding loans from the Fund at the 31st of August, 1906, amounting to \$1,933.50. In every case the interest on the outstanding loan has been paid up to July 1st, 1906. All of the loans are protected by interest-bearing notes payable not later than two years after the date of graduation. At the first of July each year the Treasurer's office sends out statements of the amount of interest due. The Fund has been in operation too short a time to enable us to judge whether there will be any trouble in securing the payment of interest or the payment of the loans when due. The experience to date has been entirely favorable.

*The Gilchrist Banking Fund, \$9,500.* The Gilchrist Banking Fund, \$10,000 less an inheritance tax of \$500, was received by the college May 23rd, 1906. No loans have as yet been made from it. The following quotation from the will of Mrs. Ella Gilchrist Potter indicates the purpose of this fund: "Also to the Trustees of Oberlin College and their successors in Trust and perpetuity the sum of Ten Thousand (\$10,000) Dollars, which monies may be loaned to indigent, self-supporting young people of either sex who may be students in said college, in such sums as their actual needs may demand, such loans to be made by the Trustees on recommendation of the President of said college and for time not exceeding five years. For the use of monies so loaned, the borrower will pay the lowest legal rate of interest as established by the laws of the State of Ohio. This sum is given as a foundation for a memorial to my beloved father and mother and called the Gilchrist Banking Fund for Students of Oberlin College."

*Scholarship Loan Fund.* At the 31st of August, 1905, there were outstanding loans from the Scholarship Loan Fund amounting to \$1,620 as reported by me in last year's report. During the year we have made an effort to collect many of the outstanding pledges and I am pleased to report that twenty-seven men who had previously been helped from this Loan Fund have made payments during the year amounting to \$728.49. Of this amount \$631 was for principal, and \$97.49 was for interest. During the year thirteen new loans were made from this Fund amounting to \$413. Two of these loans, amounting to \$48, have been repaid. The net balance on hand in the Scholarship Loan Fund at August 31st, 1906, was \$395.49. Our Committee has been granting loans to the extent of \$20 per semester to such Juniors and Seniors as wished to receive assistance from the college upon term bills and preferred to take the money in the form of loans. Where the student has desired a larger loan than \$40 per year the case has been handled by the Shedd Fund rather than by the Scholarship Loan Fund. The outstanding loans aggregated \$1,402 at August 31st, 1906. Practically all of this amount will be repaid with interest.

*Other Funds.* I reported carefully with reference to the Jones Loan Fund, the May Moulton Loan Fund, and the Conservatory Loan Fund in my report of last year. During the present year these funds have been handled in the usual way, and it does not seem worth while to make a detailed report upon each of them at this time.



## IV. OFFICIAL RECORDS AND STATISTICS

The Secretary of the College is the custodian of the official records of the Board of Trustees and the Prudential Committee, and an important part of his work consists in the preparation of minutes of the meetings of these two bodies and in issuing notifications covering actions taken at these meetings.

In the absence of Professor C. B. Martin I am this year carrying the work of Clerk of the General Faculty and also of the College Faculty.

The card catalogues of the alumni of the college, prepared two years ago, are proving of very great service. These catalogues are as follows: (1) an alphabetical catalogue of all alumni; (2) a geographical catalogue of living alumni; and (3) a class catalogue arranged according to the years of graduation.

*Vote for Alumni Trustees*

I present herewith the results of the ballot for alumni trustee in the year 1905, together with the results for the five preceding years.

|        | 1905 |      | 1904 |      | 1903 |      | 1902 |  | 1901 |      | 1900 |      |
|--------|------|------|------|------|------|------|------|--|------|------|------|------|
|        | P    | F    | P    | F    | P    | F    | P* F |  | P    | F    | P    | F    |
| A.     | 776  | 698  | 689  | 864  | 649  | 589  | 472  |  | 850  | 1097 | 221  | 255  |
| B.     | 23   | 310  | 8    | 118  | 22   | 313  | 320  |  | 4    | 354  | 31   | 114  |
| C.     | 17   | 190  | 7    | 224  | 7    | 123  | 284  |  | 4    | 134  | 29   | 173  |
| D.     | 13   | 213  | 3    | 216  | 7    | 136  | 230  |  | 4    | 98   | 16   | 235  |
| E.     | 6    | 263  | 3    | 101  | 6    | 245  | 123  |  | 4    | 79   | 14   | 53   |
| F.     |      |      |      |      | 4    | 136  | 87   |  | .    |      | 10   | 505  |
| Others | 115  |      | 72   |      | 78   |      |      |  | 54   |      | 179  |      |
| Totals | 950  | 1674 | 782  | 1523 | 773  | 1542 | 1516 |  | 920  | 1762 | 500  | 1365 |

\*The results of the preliminary ballot for 1902 seem to have been lost.

In explanation of the above table it should perhaps be said that we print upon the final ballot either five or six names,—five if there is but one vacancy to be filled upon the Board, six if there are two vacancies. The votes for the various candidates are tabulated under the letters "A," "B," "C," "D," "E," and "F," candidate "A" in each case being the retiring trustee. A study of the preliminary election shows that scarcely more than half as many alumni participate in it as in the final election; also that the retiring trustee receives in al-

most every case the renomination of nearly all the alumni who send in their ballots. I have in a former report called attention to the relatively small number of nominating votes cast each year in the nominating ballot for the candidates in the second, third, fourth, and fifth places in the final ballot.

Oberlin has reason to be pleased with the very great interest shown by its alumni in the election of the alumni representative upon the Board of Trustees. I do not believe that there is another college in the country with so large a body of alumni in which so large a percentage of the alumni actively participate in the election of alumni trustee. During the year 1905-06, Mr. Leonard P. Wood, of Massachusetts Institute of Technology, compiled statistics from seventy-three colleges and universities, touching upon all phases of alumni representation in college government. There are only three colleges shown in Mr. Wood's tables that seemed to have as large an alumni participation as Oberlin. These colleges were as follows: Trinity College, 53 per cent.; Williams College, 60 per cent.; and Barnard College, 66 per cent. From 50 to 60 per cent. of Oberlin's alumni have participated in the elections of the last five years. In 1905 the number was 1674 out of a total of 3304, slightly less than 51 per cent. We estimate that the number of electors in the fall of 1906 is 3417, and on November 1st replies had been received from 1988 of this number, representing 60 per cent. of our total number of alumni.

This office seems the most natural place for the filing of miscellaneous statistics with reference to the general work of the College. The tables which follow contain many facts of general interest as showing the progress of the work of the College in all its departments.

#### *Officers and Teachers*

The officers of instruction and government for the college year of 1905-06 were as follows:

|  |    |
|--|----|
| Professors .....                               | 33 |
| Associate Professors .....                     | 6  |
| Instructors .....                              | 33 |
| Tutors, Teachers, and Laboratory Assistants... | 21 |
| Librarians and Library Assistants.....         | 8  |
| Gymnasium Directors and Assistants.....        | 9  |
| Administrative Officers and Clerks.....        | 14 |

The increase over the preceding year is 14, the greater part of the gain being in the number of appointments of the rank of Instructor.

### *Degrees and Diplomas*

The following degrees were conferred during the year 1905-06:

#### *In Course:*

|                                 | Men | Women | Total |
|---------------------------------|-----|-------|-------|
| Master of Arts (A.M.).....      | 5   | 1     | 6     |
| Bachelor of Arts (A.B.).....    | 50  | 75    | 125   |
| Bachelor of Music (Mus.B.)....  | 2   | 4     | 6     |
| Bachelor of Divinity (D.B.).... | 18  | 0     | 18    |
|                                 | —   | —     | —     |
|                                 | 75  | 80    | 155   |

#### *Upon Completion of Prescribed Work:*

|                                 |   |   |   |
|---------------------------------|---|---|---|
| Master of Arts (A.M.).....      | 3 | 0 | 3 |
| Bachelor of Philosophy (Ph.B.). | 1 | 0 | 1 |

In addition to the above there were twelve diplomas issued for the completion of the work in the Teachers' Course in Physical Training. Eight of these diplomas were for the course for women and four for the course for men. Seven of the women and one of the men who received these diplomas were graduates in the class of 1906.

By special vote of the trustees the degree of Bachelor of Music was granted to seventy-one graduates from the Conservatory of Music in classes from 1873 to 1903. The recipients of these degrees were carefully selected by a special committee appointed by the Conservatory Faculty, and it is believed that in every case the present standard of literary and musical requirements for the Conservatory degree has been fully met.

The aggregate of all degrees and diplomas issued, not including the seventy-one special degrees of the Conservatory of Music above mentioned, was 171, the largest number in the history of the College. The corresponding figures for the five preceding years are shown below:

|               |     |
|---------------|-----|
| 1900-01 ..... | 100 |
| 1901-02 ..... | 102 |
| 1902-03 ..... | 141 |
| 1903-04 ..... | 136 |
| 1904-05 ..... | 156 |

During the year one graduate of the former "Literary" course forwarded to the Treasurer of the College the diploma fee of \$5, and received the degree of Bachelor of Letters (L.B.), a procedure authorized by the Board of Trustees under date of June 18, 1894.

There were no graduates from the Slavic Department in the Theological Seminary.

The graduating class from Oberlin Academy included forty-two men and twenty women, a total of sixty-two. This is the third year of experience with the new plan of issuing diplomas of graduation to those who complete the prescribed course of study in Oberlin Academy. The diplomas issued to Academy graduates during the two preceding years are shown below :

|               |    |
|---------------|----|
| 1903-04 ..... | 34 |
| 1904-05 ..... | 45 |

#### *Summary of Degrees and Diplomas*

The following table shows the total number of degrees and diplomas that have been issued since the founding of the College, to the date of October 1, 1906 :

##### *Degrees, in Course:*

|                                      |         |
|--------------------------------------|---------|
| Bachelor of Arts (A.B.) .....        | 2,352   |
| Bachelor of Philosophy (Ph.B.) ..... | 308     |
| Bachelor of Science (S.B.) .....     | 31      |
| Bachelor of Music (Mus.B.) .....     | 18      |
|                                      | — 2,709 |

##### *Advanced Degrees, in Course:*

|                                   |         |
|-----------------------------------|---------|
| Bachelor of Divinity (D.B.) ..... | 643     |
| Master of Arts (A.M.) .....       | 604     |
| Master of Science (S.M.) .....    | 2       |
|                                   | — 1,249 |

*Diplomas:*

|   |       |       |
|---|-------|-------|
| Literary Course.....  | 967   |       |
| Normal Course in Physical Training (Women)                        | 35    |       |
| Teachers' Course in Physical Training—<br>(four year course)..... | 33    |       |
| Conservatory of Music.....  | 159   |       |
| English Course, in Theological Seminary.....                      | 69    |       |
| Slavic Course, in Theological Seminary.....                       | 20    |       |
|   | <hr/> | 1,283 |

*Degrees issued to replace Diplomas:*

|  |       |     |
|--|-------|-----|
| Bachelor of Letters (L.B.) in place of Lit-<br>erary Course Diploma..... | 162   |     |
| Bachelor of Music (Mus.B.), in place of Con-<br>servatory Diploma.....   | 71    |     |
|  | <hr/> | 233 |

*Honorary Degrees:*

|                                     |       |     |
|-------------------------------------|-------|-----|
| Master of Arts (A.M.) honorary..... | 97    |     |
| Master of Music (Mus.M.).....       | 1     |     |
| Doctor of Divinity (D.D.).....      | 25    |     |
| Doctor of Laws (LL.D.).....         | 14    |     |
| Doctor of Science (Sc.D.).....      | 1     |     |
| Doctor of Music (Mus. D.).....      | 1     |     |
| Doctor of Literature (Litt.D.)..... | 1     |     |
|                                     | <hr/> | 140 |

|                   |       |
|-------------------|-------|
| Grand total ..... | 5,614 |
|-------------------|-------|

*General Enrolment 1905-06*

The enrolment of students for the year 1905-06 as published in the final edition of the catalogue last June reached the total of 1,771. This total shows an increase of 56 over the preceding year, and is the highest in the history of the College. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1905 there were enrolled 69 students whose names were not found elsewhere in the year's enrolment, and they were included in the above total. The following table shows the number of students in each department, with the corresponding figures for the three preceding years:

|                                | 1905-06 |       |       | 1904-05 |       |       | 1903-04 |       |       | 1902-03 |       |       |
|--------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|                                | Men     | Women | Total | Men     | Women | Total | Men     | Women | Total | Men     | Women | Total |
| The College.....               | 297     | 417   | 714   | 294     | 376   | 670   | 279     | 354   | 633   | 267     | 311   | 578   |
| The Seminary .....             | 52      | 0     | 52    | 51      | 0     | 51    | 36      | 0     | 36    | 35      | 0     | 35    |
| The Conservatory of Music..... | 74      | 489   | 563   | 77      | 472   | 549   | 97      | 482   | 579   | 68      | 462   | 530   |
| The Academy.....               | 197     | 149   | 346   | 214     | 148   | 362   | 176     | 129   | 305   | 175     | 155   | 330   |
| Drawing and Painting .....     | 0       | 27    | 27    | 1       | 24    | 25    | 2       | 22    | 24    | 2       | 11    | 13    |
| The Summer School.....         | 12      | 57    | 69    | 15      | 43    | 58    | 21      | 20    | 41    | 9       | 14    | 23    |
|                                | 682     | 1139  | 1771  | 652     | 1063  | 1715  | 611     | 1007  | 1618  | 556     | 953   | 1509  |

Of the 1,771 students enrolled last year, 1,724 came from 47 states and territories in the United States, and 47 came from 11 foreign countries. The state of Ohio furnished 873 students, about 49.3 per cent. of the entire number. The other states which sent the largest numbers of students were as follows:

|                    |     |
|--------------------|-----|
| Illinois .....     | 136 |
| New York .....     | 96  |
| Pennsylvania ..... | 89  |
| Michigan .....     | 79  |
| Indiana .....      | 69  |
| Iowa .....         | 68  |

#### *Students from Ohio*

The proportion of Oberlin students who come from the state of Ohio has remained very nearly constant for the last ten years:

|                 | Total | Total<br>from Ohio | Per cent.<br>from Ohio |
|-----------------|-------|--------------------|------------------------|
| 1896-97 .....   | 1283  | 645                | 50.27                  |
| 1897-98 .....   | 1310  | 680                | 51.91                  |
| 1898-99 .....   | 1208  | 603                | 49.92                  |
| 1899-1900 ..... | 1323  | 659                | 49.81                  |
| 1900-01 .....   | 1357  | 682                | 50.25                  |
| 1901-02 .....   | 1382  | 689                | 49.85                  |
| 1902-03 .....   | 1509  | 756                | 50.10                  |
| 1903-04 .....   | 1618  | 825                | 50.99                  |
| 1904-05 .....   | 1715  | 877                | 51.14                  |
| 1905-06 .....   | 1771  | 873                | 49.30                  |

*The Number of Men in Oberlin*

The relative number of men in the entire institution, also the relative number of men in the College department, showed decided losses last year. In the entire institution during the years 1903-04 and 1904-05 it seemed that a gain was being made, but in the year 1905-06 there was both a relative and an actual decrease.

| <i>Entire Institution:</i> | Number of<br>Men | Enrolment | Percentage |
|----------------------------|------------------|-----------|------------|
| 1898-99 .....              | 477              | 1203      | 39.49      |
| 1899-1900 .....            | 524              | 1323      | 39.61      |
| 1900-01 .....              | 532              | 1357      | 39.20      |
| 1901-02 .....              | 526              | 1382      | 37.35      |
| 1902-03 .....              | 556              | 1509      | 36.85      |
| 1903-04 .....              | 611              | 1618      | 37.76      |
| 1904-05 .....              | 652              | 1715      | 38.02      |
| 1905-06 .....              | 632              | 1771      | 35.69      |

A steady decrease in the relative number of men in the College department during the last five years will be seen from the following table, in spite of the fact that during the same time there has been an increase of 23 per cent. in the total number of men enrolled.

| <i>College department:</i> | Number of<br>Men | Enrolment | Percentage |
|----------------------------|------------------|-----------|------------|
| 1898-99 .....              | 179              | 419       | 42.72      |
| 1899-1900 .....            | 190              | 417       | 45.56      |
| 1900-01 .....              | 197              | 428       | 46.03      |
| 1901-02 .....              | 242              | 490       | 48.50      |
| 1902-03 .....              | 267              | 578       | 46.19      |
| 1903-04 .....              | 279              | 633       | 44.08      |
| 1904-05 .....              | 294              | 670       | 43.88      |
| 1905-06 .....              | 297              | 714       | 41.59      |

A further decrease in the relative number of men in the College department seems to be promised for the year 1906-07. The figures for the fall term show the enrolment of 310 men out of a total of 785, the percentage being thus seen to be 39.49.

*Number of Colored Students in Oberlin*

The Commissioner of Education, at Washington, requires a report each year of the number of colored students in the institution. The following report covers the year 1905-06:

|                                | Men | Women | Total |
|--------------------------------|-----|-------|-------|
| The College .....              | 13  | 13    | 26    |
| The Theological Seminary.....  | 3   | 0     | 3     |
| The Conservatory of Music..... | 6   | 15    | 21    |
| The Academy .....              | 15  | 15    | 30    |
| Drawing and Painting.....      | 0   | 2     | 2     |
|                                | —   | —     | —     |
|                                | 37  | 45    | 82    |

Colored students formed 4.6 per cent. of the total enrolment. There are more colored students in the Academy than in any other department. Here they constitute about 9 per cent. of the total. Four years ago there were 43 colored students in the entire institution out of a total of 1,382, the percentage being 3.1.

#### *Enrolment Figures—Fall 1906*

While this report is supposed to cover the College year of 1905-06, it has seemed best to present also a statement of the enrolment for the Fall term of the present year, corrected to the date of preparation of this report [November 1, 1906]. To the figures for this year have been added the corresponding statistics for the preceding six years.

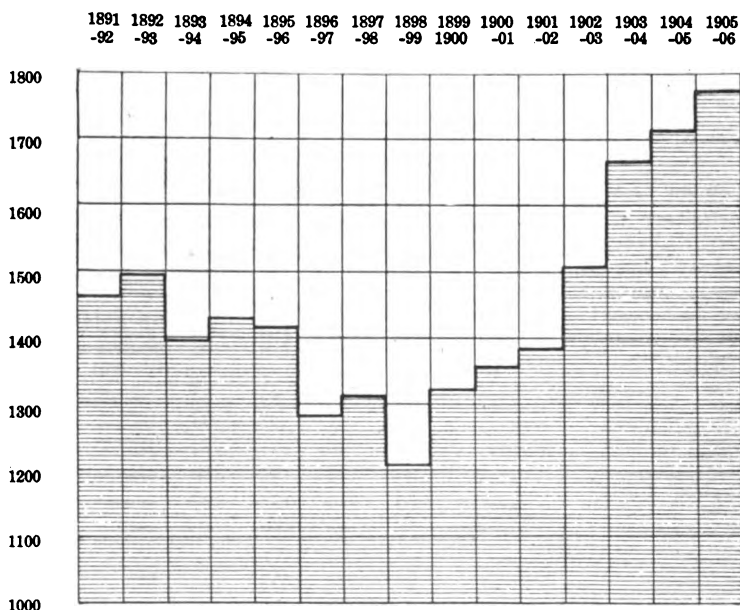
|                         | Fall<br>1906 | Fall<br>1905 | Fall<br>1904 | Fall<br>1903 | Fall<br>1902 | Fall<br>1901 | Fall<br>1900 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <i>The College:</i>     |              |              |              |              |              |              |              |
| Post-Graduate .....     | 20           | 20           | 14           | 13           | 13           | 5            | 5            |
| Seniors .....           | 144          | 131          | 108          | 99           | 103          | 81           | 67           |
| Juniors .....           | 143          | 138          | 131          | 110          | 102          | 86           | 83           |
| Sophomores .....        | 169          | 162          | 154          | 139          | 139          | 117          | 97           |
| Freshmen .....          | 253          | 196          | 191          | 220          | 174          | 163          | 142          |
| College Specials ....   | 56           | 49           | 54           | 40           | 42           | 24           | 27           |
|                         | —            | —            | —            | —            | —            | —            | —            |
|                         | 785          | 696          | 652          | 621          | 573          | 476          | 421          |
| <br>                    |              |              |              |              |              |              |              |
| The Seminary .....      | 49           | 48           | 50           | 35           | 34           | 30           | 43           |
| Conservatory of Music.. | 480          | 466          | 455          | 456          | 395          | 386          | 353          |
| The Academy .....       | 318          | 315          | 325          | 279          | 285          | 242          | 285          |
| Drawing and Painting... | 20           | 20           | 23           | 11           | 14           | 38           | 27           |
|                         | —            | —            | —            | —            | —            | —            | —            |
| Totals .....            | 1652         | 1545         | 1505         | 1402         | 1301         | 1172         | 1129         |



The gain in the College department, particularly in the number of students registered in the Freshman class, is larger with one exception than has ever been recorded before. The gain over the similar figure for last year is 89. The gain in the fall of 1902 in the College department was 97.

### *Enrolment for Fifteen Years*

The following chart shows the variations in enrolments during the last fifteen years, beginning with 1891-92, the year in which the count was first made by the *College* year instead of the *calendar* year:



### *Statistics of Instruction in the College Department, Year 1905-06*

As used in the following table, an "Instruction Unit" means the instruction furnished to one student in recitations which are held once a week for one semester—in other words, an "Instruction Unit" represents one student in a one-hour course for one semester. To

illustrate—a five-hour course in Political Economy enrolling 55 students is here counted as representing 275 instruction units; a three-hour course in Surveying, enrolling 10 students, represents 30 instruction units. The table which follows shows the instruction furnished during the year 1905-06, and I have added for comparison the corresponding figures for the four preceding years. It will be understood that the figures used in the table are compiled from the detailed statistics printed at the back of this volume.

| Departments                                   | Total Classes<br>or Sections | Hours of Teachers' Time | Students |       |       | Total Instruction<br>Units<br>1905-06 | Total Instruction<br>Units<br>1904-05 | Total Instruction<br>Units<br>1903-04 | Total Instruction<br>Units<br>1902-03 | Total Instruction<br>Units<br>1901-02 |
|---|------------------------------|-------------------------|----------|-------|-------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
|   |                              |                         | Men      | Women | Total |                                       |                                       |                                       |                                       |                                       |
| Anatomy .....                                 | 1                            | 1                       | 7        | 13    | 20    | 60                                    | 33                                    | 39                                    | 36                                    | 24                                    |
| Astronomy .....                               | 2                            | 12                      | 17       | 18    | 35    | 105                                   | 114                                   | 54                                    | 27                                    | 48                                    |
| Bible, Theol. and Evidences .....             | 5                            | 11                      | 222      | 341   | 563   | 1141                                  | 1028                                  | 954                                   | 757                                   | 679                                   |
| Bibliography .....                            | 3                            | 6                       | 7        | 47    | 54    | 108                                   | 92                                    | 122                                   | 68                                    | 14                                    |
| Botany .....                                  | 10                           | 64                      | 54       | 88    | 142   | 441                                   | 386                                   | 408                                   | 172                                   | 187                                   |
| Chemistry and Mineralogy .....                | 10                           | 188                     | 211      | 110   | 321   | 1563                                  | 1554                                  | 1556                                  | 1212                                  | 960                                   |
| Classical Archaeology .....                   | 6                            | 10                      | 54       | 173   | 227   | 368                                   | 174                                   | 262                                   | 108                                   | 179                                   |
| Economics, Sociology and<br>Pol. Science..... | 9                            | 25                      | 188      | 72    | 260   | 699                                   | 1073                                  | 769                                   | 696                                   | 650                                   |
| English Composition .....                     | 22                           | 40                      | 393      | 485   | 878   | 1687                                  | 1612                                  | 1557                                  | 1241                                  | 848                                   |
| English Literature .....                      | 16                           | 38                      | 191      | 437   | 628   | 1582                                  | 1591                                  | 1358                                  | 1434                                  | 1241                                  |
| French .....                                  | 26                           | 68                      | 165      | 346   | 511   | 1568                                  | 1349                                  | 1197                                  | 866                                   | 902                                   |
| Geology.....                                  | 4                            | 18                      | 30       | 10    | 40    | 137                                   | 162                                   | 174                                   | 167                                   | 178                                   |
| German.....                                   | 24                           | 88                      | 170      | 312   | 482   | 1824                                  | 1706                                  | 1333                                  | 1208                                  | 1082                                  |
| Greek.....                                    | 8                            | 26                      | 48       | 62    | 110   | 408                                   | 500                                   | 439                                   | 425                                   | 477                                   |
| History.....                                  | 8                            | 23                      | 136      | 198   | 334   | 998                                   | 1335                                  | 1141                                  | 1523                                  | 1419                                  |
| Italian.....                                  | 2                            | 8                       | 3        | 15    | 18    | 72                                    | 0                                     | 32                                    | 0                                     | 0                                     |
| Latin.....                                    | 18                           | 54                      | 88       | 368   | 456   | 1284                                  | 1146                                  | 1236                                  | 1276                                  | 1058                                  |
| Mathematics.....                              | 26                           | 80                      | 285      | 263   | 548   | 1563                                  | 1645                                  | 1624                                  | 1798                                  | 1715                                  |
| Musical History .....                         | 5                            | 18                      | 7        | 68    | 75    | 225                                   |                                       |                                       |                                       |                                       |
| Oratory.....                                  | 7                            | 18                      | 95       | 39    | 134   | 339                                   | 292                                   | 211                                   | 323                                   | 432                                   |
| Philosophy and Pedagogy .....                 | 16                           | 56                      | 225      | 373   | 598   | 1704                                  | 1433                                  | 1327                                  | 1340                                  | 1042                                  |
| Physical Training (for credit)                | 14                           | 42                      | 219      | 233   | 452   | 452                                   | 403                                   | 360                                   | 323                                   | 0                                     |
| Physics.....                                  | 8                            | 92                      | 74       | 29    | 103   | 480                                   | 436                                   | 455                                   | 418                                   | 335                                   |
| Physiology.....                               | 1                            | 5                       | 14       | 36    | 50    | 250                                   | 205                                   | 140                                   | 125                                   | 130                                   |
| Spanish.....                                  | 0                            | 0                       | 0        | 0     | 0     | 0                                     | 104                                   | 0                                     | 36                                    | 0                                     |
| Zoology.....                                  | 7                            | 94                      | 84       | 98    | 182   | 620                                   | 548                                   | 776                                   | 598                                   | 514                                   |
| Teachers' Course Phys. Tr.....                | 23                           | 57                      | 41       | 217   | 258   | 321                                   | 207                                   | 135                                   | 0                                     | 0                                     |
| Totals.....                                   | 271                          | 1142                    | 3028     | 4451  | 7479  | 19999                                 | 19128                                 | 17659                                 | 16177                                 | 14114                                 |

The column marked "hours of teachers' time" includes all the time spent by the teachers, whether in class room recitations or in laboratory instruction.

In the two semesters of 1905-06 there were 271 classes as compared to 254 last year. The total enrolment in these classes was

7,479, so that the average per class was 27.6. The corresponding average for last year was 27.4. This average number of students per class has not materially changed in the last four years.

The enrolment for 1905-06 shows an increase of about 6.5 per cent. over the enrolment of 1904-05, and a gain of this amount would naturally be expected in the instruction furnished in each department. In some departments, however, there have been increases in excess of the normal percentage above mentioned. The greatest increases in the amounts of instruction furnished were as follows:

|  |               |
|--|---------------|
| Classical Archæology .....                 | 111 per cent. |
| Anatomy .....                              | 82 "          |
| Teachers' Course in Physical Training..... | 53 "          |
| Physiology .....                           | 22 "          |
| Bible, Theology, and Evidences.....        | 20 "          |
| Philosophy and Pedagogy.....               | 19 "          |
| Bibliography .....                         | 17 "          |
| French .....                               | 16 "          |
| Oratory .....                              | 16 "          |
| Botany .....                               | 14 "          |
| Zoology .....                              | 13 "          |
| Latin .....                                | 12 "          |
| Physical Training (for Credit).....        | 12 "          |
| Physics .....                              | 10 "          |
| German .....                               | 7 "           |

The amount of instruction furnished in Astronomy, Chemistry and Mineralogy, English Composition, and English Literature remained about the same as for the preceding year.

There was a slight loss in Mathematics, and considerable losses in Economics, Sociology and Political Science, Geology, Greek, and History.

The department of German again ranks first in the total amount of instruction furnished.

In comparison with the corresponding figures of four years ago (1901-02) there are the following striking increases in the amount of instruction furnished:

|                                     |     |           |
|-------------------------------------|-----|-----------|
| Anatomy .....                       | 150 | per cent. |
| Botany .....                        | 136 | "         |
| Astronomy .....                     | 118 | "         |
| Classical Archæology .....          | 106 | "         |
| English Composition .....           | 99  | "         |
| Physiology .....                    | 92  | "         |
| French .....                        | 77  | "         |
| Bible, Theology, and Evidences..... | 68  | "         |
| German .....                        | 68  | "         |
| Philosophy and Pedagogy.....        | 63  | "         |

The gain in enrolment in the College department during the same period of four years was 43.1 per cent.

*Instruction Given in Oberlin Academy, Year 1905-06*

The instruction furnished in Oberlin Academy during the year 1905-06 is shown in the table which follows. The Academy is still on the *term* plan and the table is figured accordingly. An Academy instruction unit means the instruction furnished to one student in a one-hour course for one term. It represents two-thirds of a College instruction unit.

| Departments        | Number of Classes | Number of Teaching Hours | Students    |             |             | Academy Instruction Units 1905-06 | Academy Instruction Units 1904-06 | Academy Instruction Units 1903-04 | Academy Instruction Units 1902-03 |
|--------------------|-------------------|--------------------------|-------------|-------------|-------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
|                    |                   |                          | Men         | Women       | Total       |                                   |                                   |                                   |                                   |
| Bible .....        | 15                | 15                       | 417         | 285         | 702         | 702                               | 707                               | 668                               | 573                               |
| Botany .....       | 4                 | 28                       | 31          | 28          | 59          | 190                               | 112                               | 180                               | 0                                 |
| Declamation.....   | 6                 | 7                        | 55          | 35          | 90          | 100                               | 80                                | 168                               | 116                               |
| English.....       | 52                | 152                      | 619         | 614         | 1233        | 3421                              | 3586                              | 3247                              | 3022                              |
| French.....        | 11                | 55                       | 50          | 97          | 147         | 735                               | 770                               | 595                               | 840                               |
| German.....        | 15                | 75                       | 120         | 123         | 243         | 1215                              | 1610                              | 1280                              | 1320                              |
| Greek.....         | 6                 | 30                       | 64          | 8           | 72          | 360                               | 345                               | 495                               | 785                               |
| History.....       | 9                 | 36                       | 163         | 123         | 286         | 1144                              | 764                               | 680                               | 336                               |
| Latin.....         | 33                | 163                      | 350         | 226         | 576         | 2797                              | 3156                              | 2755                              | 3040                              |
| Mathematics.....   | 31                | 128                      | 377         | 184         | 561         | 2138                              | 2862                              | 2084                              | 2012                              |
| Physics.....       | 6                 | 69                       | 120         | 37          | 157         | 628                               | 508                               | 300                               | 476                               |
| Zoology.....       | 3                 | 24                       | 15          | 21          | 36          | 144                               | 92                                | 144                               | 0                                 |
| <b>Totals.....</b> | <b>191</b>        | <b>782</b>               | <b>2381</b> | <b>1781</b> | <b>4162</b> | <b>13574</b>                      | <b>14592</b>                      | <b>12596</b>                      | <b>12520</b>                      |

The total number of different classes taught in the Academy during the year was 191 and the enrolment in them was 4,162, an average of 21.8 to each class.

There have been notable increases in the amount of instruction furnished in Botany, History, and Physics, and a slight gain in the number of students electing Greek. There have been decided losses in the amount of instruction furnished in German, Latin, and Mathematics. The number of students enrolled in the Academy during the year 1905-06 was 346 as compared to 362 during the preceding year, a decrease of 5 per cent. This amount of loss in the instruction units furnished would naturally be expected.

#### V. THE ATHLETIC ASSOCIATION

During the year the athletic teams were coached as follows: the foot ball team by Mr. Richard M. Jones, a graduate of Oberlin in the class of 1902; the basket ball team by Mr. Walter W. McKay, a graduate from the College in the class of 1905; the track team by Mr. Thomas F. Keane, of Boston; the base ball team by Mr. Alpheus H. Favour, a graduate of Amherst College.

The appointment of Mr. Charles W. Savage as Director of Athletics meets a very great need. For the last eight years I have acted as Graduate Manager for the Athletic Association, and have felt each year that much of the work that was coming to me as Graduate Manager should be attended to by some one under definite appointment as Director of Athletics. The Athletic Association handles eight thousand dollars each year, and the responsibility for the correct use of so much money ought to rest primarily upon some one who is appointed for that purpose by the Trustees and not upon the Secretary of the College who is giving his first thought to something other than athletic affairs.

The two great needs of our Athletic Association, mentioned by me in my last two reports, are still unmet, and the urgency of the needs becomes more and more apparent. The first of these needs is the completion of a new cinder track for the track team at Athletic Park. The excavation and grading for the new track were completed a year and a half ago at an expense of about \$500. To complete the track we need about eight inches of broken stone and four inches of cinders, costing approximately \$800. We have hoped that the broken stone and debris from the new Chapel and the new Carnegie Library

could be utilized in the construction of the new track, but the athletic authorities are beginning to think that they cannot wait much longer for this material. If we should purchase the stone necessary for this part of the track it would probably mean an expenditure of \$500.

For two years we have had preliminary plans for a new grandstand at Dill Field, the second of the urgent needs. The stand, as designed, will be covered, will be located on the west side of the field, and will be able to seat 1,200 spectators. The cost will not be less than \$1,500. Of course the Athletic Association cannot face such an expenditure as this at the present time, but it may be possible for us to organize a company composed of men interested in athletics in Oberlin, to advance the money necessary for the construction, to be repaid year by year from the extra receipts from the grandstand. It was found possible to meet the entire expense of the grandstand from the extra receipts in five years. The stand has now been turned over to the O. S. U. Athletic Association.

The financial showing made by the athletic teams here during the year 1905-06 was more favorable than during the preceding year, as will be seen from the following table:

|                                       |         |
|---------------------------------------|---------|
| Foot ball season 1905, surplus.....   | \$ 7.48 |
| Base ball season 1906, deficit.....   | 130.81  |
| Track team 1906, deficit.....         | 143.28  |
| Basket ball season 1906, surplus..... | 131.32  |
| Interscholastic Meet, deficit.....    | 67.04   |

A benefit performance was again undertaken by the Athletic Association. Such an arrangement was carried out at Ohio State University, where the association to help meet its expenses, consisting of two Open-Air Shakespeare plays given by the Ben Greet Company on Thursday, June 21st. The net proceeds to the Athletic Association from these plays was \$381.56. Mr. Dill has again aided the Association by the gift of \$250.

The outstanding indebtedness August 31st, 1905, was \$1,330.55. This was reduced during the season of 1905-06 to the extent of \$376.73, leaving the net indebtedness August 31st, 1906, \$953.82.

The Athletic Association has been relieved of the support of the Academy teams. By the new arrangement which was provided by the trustees last fall the Academy authorities were authorized to collect a yearly athletic fee of \$2.00 from each young man in the Acade-

my. As a result of one year of experience under this new arrangement I have the impression that the Academy athletic teams are better teams than they have ever been before, that they are more adequately equipped with athletic supplies, that there is a better spirit with reference to the teams on the part of the body of students in the Academy, and that more and more of the men of the Academy are receiving out-of-doors exercise under competent supervision. The coach of the Academy teams, Mr. Ellis, has worked in cordial cooperation with the management of the varsity teams, and the Academy teams have shared in the uses of Athletic Park and Dill Field. There are so many base ball teams in need of practice grounds, including Varsity, Academy, and class teams, that the old base ball field at Athletic Park has proved entirely too small. As a third rather urgent need I might mention that of additional base ball practice grounds. These could be secured by the purchase of the large field lying directly north of Dill Field and west of the Athletic Park, at an expense of \$500.

Respectfully submitted,

GEORGE M. JONES.

# Report of the Librarian

*To the President:*

SIR—I herewith submit the report of the Library for the year 1905-06.

## GROWTH OF THE LIBRARY

At the beginning of the year the library catalogues recorded 67,554 bound volumes, and there were 39,987 unbound volumes unaccessioned but catalogued, making an aggregate of 107,541 volumes. During the year, 5,006 bound volumes were entered upon the accession book, and 670 pamphlets were added to the catalogued pamphlet collection. This makes the number of library volumes which are entered in our catalogues, September 1st, 1906, 72,560 bound volumes and 40,677 unbound volumes, a total of 113,237 volumes. The following table shows the addition by college years since 1901-02:

|               | Bound | Unbound | Total |
|---------------|-------|---------|-------|
| 1901-02 ..... | 5,391 | 1,568   | 6,959 |
| 1902-03 ..... | 3,833 | 1,292   | 5,125 |
| 1903-04 ..... | 5,120 | 1,581   | 6,701 |
| 1904-05 ..... | 3,816 | 3,236   | 7,152 |
| 1905-06 ..... | 5,006 | 670     | 5,676 |

It will be seen from the above that while the number of bound volumes added during the past year is almost equal to our best record, the number of unbound volumes added is exceedingly small. This is more apparent than actual, since the work of the summer, owing to the European trip of the head cataloguer, was not revised until the beginning of the new school year, and therefore will be included in the count for the current year. Had this work been revised, and therefore been counted in last year's work, the aggregate would have fully equalled that of the year before.

## CONDITION OF THE LIBRARY SEPT. 1ST, 1906

The above record deals only with the catalogued volumes belonging to the library, but in addition to this, the library has many possessions not yet entered on our records, or in any way catalogued. As a more nearly complete statement of the extent of the possessions of the library, the following table is given:



|   | Bound  | Unbound | Total   |
|---|--------|---------|---------|
| Catalogued .....  | 72,560 | 40,677  | 113,237 |
| Waiting .....   |        | 45,233  | 45,233  |
| Newspapers (vols. in temporary binders) .....               |        | 1,500   | 1,500   |
| Maps and Charts (estimated).....                            |        | 2,600   | 2,600   |
| Manuscripts (10,000 pieces in 50 pamphlet boxes) .....      |        | 50      | 50      |
| Misc. articles, Coins, Photographs, etc., (estimated) ..... |        | 500     | 500     |
| Total .....   | 72,560 | 90,560  | 163,120 |

To this should be added the U. L. A. Library, now numbering 14,204 bound volumes. In addition, the College Library now owns more than 49,000 duplicate books and pamphlets, from which, by exchange with other libraries, it is likely to receive a considerable increase in future years.

#### ADDITIONS OF THE YEAR

The 5,006 bound volumes added during the year came from the following sources: By purchase, 1,895 volumes; by gift, 2,996 volumes; by exchange, 115 volumes. It will be seen that, as in former years, the library has profited greatly by the generosity of friends. Without this generosity, it would be impossible for us to make the rapid growth which has been characteristic of the past few years. These friends who have thus helped us are so numerous as to make it impossible to mention any considerable number of their donations in this report. Some of the more important donors deserve special mention:

From Mr. Chas. M. Hall, our Trustee, was received a gift of \$500.00, with which was purchased a complete set of Crelle's *Journal für die Reine und Angewandte Mathematik*, a most valuable addition to the resources of the Department of Mathematics.

Through the solicitation of Professor E. A. Miller, a large number of school book publishers presented their entire list of school books for the use of students in the courses in Pedagogy. The American Book Company, Ginn & Co., Maynard Merrill & Co., Silver, Burdett & Co., Scott, Foresman & Co., D. C. Heath & Co., and the Macmillan Co., all gave most valuable additions in connection with

this movement. It is the hope of the Department of Pedagogy that there may be ultimately available for consultation by prospective teachers all the important text books published by school book publishers in this country.

The Albert Teachers Agency, of Chicago, has sent us throughout the year a large number of the more important educational periodicals of the United States.

The New York State Library, besides its usual numerous gifts of its own publications, and those of the State Museum, sent us a set of the very valuable report and accompanying testimony of the Committee engaged in the investigation of the New York Life Insurance Companies.

Mr. M. C. Williams, who has for many years been identified with Y. M. C. A. work, presented to us many bound volumes of the "Young Men's Era," and the "Watchman," thus greatly adding to the completeness of our sets of these periodicals.

Mrs. A. M. H. Myers sent us a large number of valuable books, pamphlets and manuscripts from the library of her husband, Mr. Joel Myers, for many years a resident of Oberlin. This gift was particularly valuable in the literature of political campaigns. It added largely to our sets of the World Almanac and the Tribune Almanac, and furnished a goodly number of the earlier volumes of the Annual Encyclopedia. We still lack, however, the volumes from 1872-1876, and it is to be hoped that some friend possessed of these volumes may feel disposed to complete our set.

Miss E. B. Dickinson, of Romeo, Mich., presented us with a large number of books from her library, including a complete set of the Missionary Review of the World.

Mr. George A. Mosher, Superintendent of the Children's Home, gave us a large box of State Documents and miscellaneous publications, nearly all of which were additions to our sets.

From Mr. J. J. Dixon, through his daughter, Miss Mabel Dixon, there was received a large collection of books and magazines.

From Miss Mary J. Shafer, a large number of Theological and other books, most of which proved to be additions.

Our Trustee, Mr. Irving W. Metcalf, gave us more than a hundred books, and a great quantity of magazines and newspapers, among which was a nearly complete set of the "Booklover's Magazine," which was especially welcome.

The Carnegie Institution at Washington presented us with a collection of its publications, so far as the same are now in print, and has placed us on its mailing list to receive future issues. The value of the publications of the Institution is so great that this is a most welcome arrangement.

Harlan F. Burkett, Esq., of the Class of '82, sent us a number of unique items, including an edition of Plutarch's Lives, published in 1676; the Universal Classic Manuscripts, facsimiles of the handwriting of famous persons, and an interesting manuscript volume apparently written by a student in the University of Glasgow, about the year 1776.

Mr. C. J. Dole, of the Theological Class of 1889, sent us a box of books, many of which were additions.

Mrs. J. B. Vincent, of Oberlin, presented us with a large number of current school books, thus adding to the completeness of our already large and interesting collection of these publications.

H. N. Higginbotham, of Chicago, sent us a copy, in magnificent binding, of the History of the World's Columbian Exposition, which was published at the conclusion of that great World's Fair.

Dr. Samuel A. Green, Librarian of the Massachusetts Historical Society, remembered us, as in former years, with the publications of the Peabody and the Slater Funds, and some fifty other valuable pamphlets and books.

One of the most highly valued additions of the year came from our Trustee, Mr. Chas. Finney Cox, of New York, being a copy of the Latin Bible published by Anthony Koburger, of Nuremberg, in the year 1478. This book antedates by three years any volume which up to that time was in possession of the library.

Mr. Thomas A. Hall, of the Class of 1872, through his brother, Prof. L. B. Hall, presented the Library with a large number of important and valuable works on English History, including the illustrated editions of Traill's Social England, and of Green's History of the English People, Bartholomew's Atlas of Great Britain, Bell's Cathedral Series, the Ward, Lock & Co. Guides, and many others.

Rev. L. F. Bickford, Ph.D., of the Class of 1868, presented us with a number of valuable Theological works, among them several volumes of the valuable commentaries upon the Epistles of Paul, by Elllicott.

Miss Marion Metcalf, formerly of Elyria, now of Oberlin, gave

us several hundred books and some thousands of magazines. Among the books received in this gift were several of considerable rarity, such as Agassiz's *Lake Superior*, Bigelow's *Florula Bostonensis*, and Rider's reprint of an important pamphlet, by Roger Williams.

Through Mr. L. D. Woodruff, of the Class of 1904, there were received a large number of valuable books from the library of Rev. Lyman S. Rowland, for many years pastor of the church at Lee, Mass., which were presented to the Library by Mrs. Rowland.

From Professor and Mrs. H. H. Wright, Fisk University, Nashville, Tenn., there were received two large boxes containing many numbers of *Harper's Weekly*, the *Semi-Weekly New York Tribune*, and various magazines. This gift has had especial interest for the Librarian in that it was suggested through a reference to a somewhat similar gift in the last Annual Report.

From this review of the principal donors, it will be seen that a large number of Alumni residing outside of Oberlin have had the library in mind. This is, to the Librarian, one of the most hopeful features of the situation. With as large a constituency in all the states of the Union as the library possesses, there ought to come to the library very important acquisitions, particularly of local history and state documents, if the Alumni of the institution can only be interested in the development of the library. When the new building is completed, and we are in a position to solicit gifts upon a more extended scale, the Librarian hopes, by circulars and otherwise, to greatly increase this interest among the Alumni, which seems to him one of the most hopeful fields for the future growth of the library.

Important exchanges of duplicate material in the possession of the library have been carried on during the year with the Library of Congress, New York Public Library, and the Library of the State of Massachusetts. From this latter library we received a large number of exceedingly valuable state reports, and a still larger number of pamphlets relating to public questions, which have proven themselves of very great use during the current year.

During the year under discussion, the appropriation of the Trustees available for the purchase of new books was again increased to \$1,500.00, which, with the income of our funds and with the gifts of friends, made the total amount expended for new books and periodicals somewhat more than \$3,000.00. This is a very great gain over former years, and has enabled the Library Committee to appropriate sums, in no case less than \$75.00, against which the various

departments could order books. This sum, however, is entirely inadequate to meet the demand. With the rapid growth of the college, there has come the necessity, to meet the needs of the larger classes, of considerable duplication of books. This seldom exceeds three copies of a book, but occasionally rises to five. It will be seen that if only three or four books are thus duplicated in order to meet the necessities of the larger classes, a very large part of the departmental appropriation is thus consumed in what really adds but little to the available literature on the subject. This duplication is kept, of course, within very rigid limits, and yet it seems to be one of the inevitable necessities of our growth. We ought to have not less than \$5,000.00 per year available for the purchase of new books and periodicals. In other libraries of the State, for example, at the Library of the State University, the sum available for this purpose is now \$10,000.00 per year, and will probably soon be increased to \$15,000.00. If Oberlin, with quite as large a number of college students, is to be able to do the same grade of work as these competing institutions, it must have a similar equipment. The new library endowment is not likely to much more than meet the increased cost of running the new building and providing the additional force necessary for administration. At the most, we cannot hope for more than \$1,000.00 a year additional for book purchases from this source. What seems to be imperatively needed is the gift of a sum at least equal to that raised last year, \$100,000.00, the income of which shall be available exclusively for book purchases. This, with the sum we now have on hand, would in a few years greatly enlarge the facilities available for the Faculty. As it is at present, we are able to do comparatively little for them, as the great part of the sums available for each department simply meets student needs. As I suggested in my last report, if some generous friend could be found who would give us \$10,000.00 a year for five years, to put the library in condition so that it might meet the demands of the Faculty it would be of unspeakable value to the work of the institution.

#### WORK OF THE YEAR

During the year the library was open 306 days. The total number of readers for the year was 136,378, as compared with 118,492 for the previous year. The smallest attendance in any one day was 25 (Aug. 30th), and the largest 836 (Dec. 4th). The average daily at-

tendance during the school year, including the Christmas and Easter vacations, was more than 600; during the Summer School 125, and during the remainder of the summer vacation 30. The following table shows the attendance and averages by months for the year. It will be observed that taking every day of the year into account, the average attendance was 445.6:

|      |           | Morning |       | Afternoon |       | Evening |       | Total  | Avg.  |
|------|-----------|---------|-------|-----------|-------|---------|-------|--------|-------|
|      |           | Total   | Avg.  | Total     | Avg.  | Total   | Avg.  |        |       |
| 1905 | September | 2122    | 81.6  | 1790      | 68.8  | 934     | 35.9  | 4846   | 186.4 |
|      | October   | 5548    | 213.3 | 4479      | 172.2 | 4011    | 154.2 | 14038  | 539.9 |
|      | November  | 6006    | 240.2 | 5375      | 217.  | 3948    | 157.9 | 15329  | 613.1 |
|      | December  | 4641    | 185.6 | 4229      | 169.1 | 2331    | 93.2  | 11201  | 448.  |
| 1906 | January   | 5440    | 217.6 | 5471      | 218.8 | 3583    | 143.3 | 14494  | 579.7 |
|      | February  | 4966    | 215.5 | 4815      | 209.3 | 3185    | 138.4 | 12966  | 545.9 |
|      | March     | 6254    | 231.6 | 5970      | 221.1 | 3835    | 142.4 | 16059  | 594.7 |
|      | April     | 5928    | 237.1 | 5339      | 213.5 | 4317    | 172.6 | 15584  | 621.3 |
|      | May       | 6659    | 246.6 | 5423      | 201.  | 5280    | 195.5 | 17367  | 643.2 |
|      | June      | 3887    | 149.5 | 3238      | 124.5 | 2205    | 84.8  | 9330   | 358.8 |
|      | July      | 1699    | 67.9  | 1591      | 63.6  |         |       | 3290   | 131.1 |
|      | August    | 906     | 33.5  | 978       | 36.2  |         |       | 1884   | 69.7  |
|      |           | 54046   |       | 48703     |       | 33629   |       | 136378 | 445.6 |

The number of persons drawing books for home use during the year was 1270. The number of books drawn for circulation outside the building was 18,202, as compared with 15,614 the previous year. The great pressure in the reading room during the evening has brought about the distribution of the work more evenly over the entire day, but it is still frequently impossible to find seats during the evening hours. Although the Superintendent of Buildings and Grounds and the Librarian have spent much time in endeavoring to find some workable and not too expensive plan for improving the ventilation of the reading room, it has not seemed feasible to make any change, as the expense involved was so great as to be hardly warranted for the few years of occupancy which remain. This is greatly to be regretted, as the ventilation of the room, especially during the crowded evening hours, is about as bad as it could possibly be.

During the year the cataloguing department catalogued 4,727 bound volumes, and 670 unbound volumes, and as suggested in an earlier paragraph, this does not include the work of the summer, which, owing to the absence of the head cataloguer, was not revised and passed upon until after the beginning of the present school year. The work included in this report required the preparation of 10,775 new cards for the catalogue, while 2,577 cards, previously written, were withdrawn from the catalogue in order to receive additions or corrections.

During the spring and summer, the uncatalogued pamphlets, which have heretofore been arranged on the shelves in no order, and therefore have been entirely unusable, were arranged roughly by the first letter of the author entry, and marked in such a way that whenever our less experienced help is available for such purposes, the work of sub-dividing and bringing them into strictly alphabetical order can be completed. When this is done, it will be possible for us, as additions or continuations come in, to search in the uncatalogued pamphlets, and add, at the same time, any of the same set which may be found there, and thus, in time, to reduce the number of uncatalogued pamphlets to those requiring individual treatment. Meanwhile, these latter are a little more available, being in an alphabetical order, than they would have been in the disordered condition in which they were formerly kept. The number of these uncatalogued pamphlets, which we had been very conservatively estimating at 20,000, proved to be somewhat in excess of 42,000, but it is probable that there is a large amount of duplicate material in the collection which, when the alphabetical arrangement is completed, can be eliminated.

All the work of the year has been carried on under the greatest difficulties, owing to the crowded condition of the building. It is almost impossible to insert new books in their places, and every device has been resorted to in order to make room for the new additions as they come in. Every makeshift arrangement adds to the difficulty of locating books when called for, and especially increases the difficulty on the part of the public in finding books for themselves. There seems to be no remedy for the present situation until we enter the new building, but it should not be forgotten by the users of the library that the staff works under increasing difficulties, and that the same force under the present conditions, can accomplish much less work than they could under conditions as they were.

#### THE NEW BUILDING

During the year the plans have been in preparation for the new building. Messrs. Patton and Miller, of Chicago, were selected as architects, and after many conferences with the Librarian, they have prepared plans which have met with approval and specifications have been drawn up and submitted to contractors. The plans contemplate upon the ground floor a large entrance and lobby, from which open a room for the general public, where literature, travel and biography will be available; a reference room, especially intended

to meet the wants of Academy students, students in the public schools, and the general public; a children's room and a room for the U. L. A. Library. In addition to these public rooms, there are unpacking rooms, an accession room and a bindery, a cloak room, and toilet rooms for men and women. The second story contains the main reading room, which will be 132x47, and will seat 268 readers; adjoining this, a smaller room, 44x26, and seating 25 people, which will contain current periodicals and the card catalogue. This latter is arranged so that the drawers may be withdrawn also from the cataloguing room, thus greatly facilitating the insertion of new cards in the catalogue. Other rooms on this floor are the Librarian's public office, private office, cataloguing room, a room where the bibliographical collections of the library will be gathered, convenient alike to the Librarian, the order department, the cataloguing department and the general public. The third story will contain four seminar rooms, and the fourth story thirteen. On all floors will be found the stack room, which will have six stories, and accommodate 200,000 volumes. The building as planned is nearly 25% smaller than at first proposed, and yet in spite of this reduction, and largely on account of the high prices of building material, the bids received at the first taking of bids exceeded the amount available by some \$25,000.00. All bids have been rejected, and new bids will be received about the 1st of January. It does not seem desirable to reduce the size of the building, as it is now planned not greatly in excess of the probable first demand, and will of course, with each succeeding year, prove less adequate to meet the current demand. The building is so planned as to make possible additions to the stack and work rooms, and to the seminar rooms, and also, by comparatively inexpensive modifications, can be arranged so as to give some fifty or more seats additional for the general reading room, whenever an extension is made. The building can of course be made smaller if, when the second bids are taken, the sum still proves to be greater than the amount available for the library; but if this course is adopted, it will only be a few years before the building will prove to be inadequate for the current demand, and it would seem a pity not to build it with reference to what seems to be the reasonable future development of the library. The completion of the \$100,000.00 endowment fund is a matter for great congratulation, because it makes possible the meeting of the increased expense which will be involved in the new building, without adding to the demands upon the treasury of the College. At



the same time, it should be recognized by friends of the College that this \$100,000.00, if used exclusively for the running expenses of the library, will not half meet the annual expense, and that therefore another \$100,000.00, added to it, available for current expenses, would be of the greatest possible aid to the College, and would free a corresponding amount of income, now required for library expenses, for the many other pressing needs of the institution. As I have said at an earlier point in this report, more funds are also needed for book purchases, and it is evident that any friend of the College who is interested in the development of its efficiency as an intellectual institution, can do no greater service than by providing increased endowment for library purposes.

This survey of the year reveals many things for which there is great occasion for thankfulness. The endowment available for library purposes is now in amount almost equal to that which was possessed by the institution for all purposes in 1876, and yet the library's immediate needs are seen to call for as much as the entire sum which 30 years ago was thought to be sufficient for the entire institution. This perhaps is but an indication of the rapid development which is going on, and an indication of what may be looked for in the future. In closing, I wish to express my especial thanks for the cordial help which has been received from all members of the staff during the present year, under circumstances which are increasingly difficult, and which render satisfactory work almost impossible.

Respectfully submitted,

AZARIAH S. ROOT.

# Report of the Dean of the Theological Seminary

## *To the President:*

SIR—The year 1905-06 closed with the graduation of nineteen men, the largest class, with one exception, in the last sixty years. Of these all but two were college graduates and these two were graduates of other professional schools before they came to us. The total attendance at present is fifty-one, three more than at the same time last year. The number in the regular course is forty, one more than at the same time last year. They are classified as follows:

Juniors 11 (Including one man whose senior year in college is also his junior year in the Seminary.)

Middlers 14 (Including two men whose college work will be completed in the course of the year.)

Seniors 15.

Seven men have joined the senior class this fall. Four of them had been in the Seminary before and are now returning after an absence to resume their course. Three are new men coming for the first time. This increase in the senior class testifies to the attractiveness of the course in Theology which is the central feature of the senior year. The Slavic department has increased from five to eight. The students come from twenty-one colleges and belong to five denominations. The number in attendance is gratifying when it is remembered that so large a class was graduated last spring. It could have been somewhat increased if we had been willing to offer to prospective students the free beneficiary aid to be had in other Seminaries. I am informed that several students from a single one of the colleges that naturally send some of their students to us, selected another seminary because of such aid. We are well satisfied, however, to continue our policy of giving our students an opportunity to earn the most of what they need by doing mission work. We believe that the effect of this policy upon the students that do come to us justifies its continuance. The fund from which to pay for the services of students doing this work continues to be our most pressing need.

The opportunities for doing mission work have decidedly increased this last year. An entirely new field close at hand has recently come into existence. Thousands of foreigners have, during the last few years, come to Lorain. Among the young men of this foreign population we now have four students at work. The students have organized classes in English and, through these classes, have established a helpful, natural relationship with the workmen which can be utilized for all good purposes. Mr. Watts Pye of the Senior class, who goes out to China next year, has brought the Lorain work to its present stage of development. He counts his experience there a very valuable part of his preparation for foreign mission work. Inquiries for men are beginning to come from the growing population in Elyria, and Cleveland is a field in which we shall be able to work more and more. One man, this present year, is gaining valuable experience in Cleveland. This practical experience is not gained at the sacrifice of scholarly attainment. I do not remember a time when the students have worked harder in their classes and have secured better results in scholarship. It is becoming more and more evident that we have in Oberlin the combined advantages of the quiet, country Seminary and the city Seminary in touch with practical life.

Since my last report the Slavic department has received an endowment which will enable it to receive twelve or fourteen students. Professor Miskovsky is selecting these students with the utmost care. I feel that so long as this department is so closely connected with the Seminary, its membership should not be allowed to become an undue proportion of the entire Seminary attendance. If the interests of the Slavic work should ever suffer from such limitation, some separation of the department from the Seminary might be called for.

Professor Swing has returned to the Seminary to take up his work with vigor after a year of travel and study abroad. The Faculty is also strengthened by Professor Fullerton's acceptance of the permanent appointment to the Chair of Old Testament Language and Literature.

A janitor has been employed to give his entire time to the care of Council Hall. This arrangement will enable us to keep the building in better order than it has been possible to secure in the past. It will be necessary before long to renovate the building thoroughly.

A review of the past few years shows that the Seminary is making substantial progress. Our graduates are called for everywhere.

I think that our students leave the Seminary with the assurance that they have fairly viewed all sides of modern theological thought, and with a profound, intelligent enthusiasm for the preaching of the Gospel. One-third of the members of the three classes the present year are student volunteers.

A solid foundation has been laid for certain additions to the curriculum of the Seminary, which ought soon to be made and which will require some increase of our endowment.

Respectfully submitted,

EDWARD I. BOSWORTH.

# Report of the Dean of College and Graduate Men

## *To the President:*

SIR—The enrolment of men in the College department for the year 1905-06 was 297, classed as follows:

|                  |     |
|------------------|-----|
| Graduates .....  | 15  |
| Seniors .....    | 57  |
| Juniors .....    | 59  |
| Sophomores ..... | 62  |
| Freshmen .....   | 89  |
| Specials .....   | 15  |
| <hr/>            |     |
| Total .....      | 297 |

This total is nearly the same as that for the previous year, showing an increase of three. The number of men in the Freshman class is 89, the number of men in the entering class for the past six years has been 83, 85, 81, 94, 85, and 89. These figures indicate that while the numbers in the institution have made considerable increase, the number of men entering the Freshman class each year has varied but little for the past six years. The number of Freshman men enrolled this fall, however, is 109, showing a decided increase over any previous year.

Nineteen men, classed as follows, left college during the year. This is a larger number than is usual.

|                  |    |
|------------------|----|
| Freshman .....   | 10 |
| Specials .....   | 3  |
| Sophomores ..... | 1  |
| Juniors .....    | 3  |
| Seniors .....    | 2  |
| <hr/>            |    |
| Total .....      | 19 |

Seven of these men have entered college again this fall. The reasons for leaving are given below:

5—Sickness.

9—Work of various kinds.

4—Dropped—disciplinary reasons and poor scholarship.

1—Removal of family to another college town.

The five cases of sickness included one case of typhoid, one of pneumonia, one of partial nervous breakdown, one of eye trouble, and one withdrawal because of sickness and death at home.

Letters of honorable dismissal were granted this fall to eighteen men, sixteen of these are going to other schools, two are working and hope to return.

The total number of men enrolled in the Freshman, Sophomore, Junior classes and as Special students for 1905-06 was 221. Of this number 51 are not enrolled in college this fall.

This shows a loss of 23% of the men who might be expected to continue their work here.

These figures include those given in the two preceding statements. The reasons as I have ascertained them are as follows:

20—Attendance at other schools.

3—Dropped during year, scholarship and disciplinary reasons.

6—Asked not to return, scholarship and disciplinary reasons.

16—At home or working.

5—Reasons unknown.

1—Death.

---

51

These 51 men were classed as follows:

|                  |    |
|------------------|----|
| Specials .....   | 13 |
| Freshmen .....   | 25 |
| Sophomores ..... | 9  |
| Juniors .....    | 4  |
| <hr/>            |    |
| Total .....      | 51 |

We have received from other colleges this fall

6—Sophomore men

2—Junior men.

2—Senior men.

---

Total—10

The total number of students in the college department and the percentage of men since 1901-02 is as follows :

| Year          | Total | Men | Percentage |
|---------------|-------|-----|------------|
| 1901-02 ..... | 490   | 242 | 48.5       |
| 1902-03 ..... | 578   | 267 | 46.2       |
| 1903-04 ..... | 633   | 279 | 44.1       |
| 1904-05 ..... | 670   | 294 | 43.9       |
| 1905-06 ..... | 714   | 297 | 41.6       |

The figures for the fall semester of the current year, which I include for comparison, are :

|               |     |     |      |
|---------------|-----|-----|------|
| 1906-07 ..... | 785 | 310 | 39.5 |
|---------------|-----|-----|------|

While the total number of men has steadily increased the relative proportion has as steadily decreased. As I talk with the men concerning their work, I find that an increasing number have pretty definite ideas of preparation for a vocation. If the college expects to hold these men until graduation it must more and more adapt the college work of the Junior and Senior years to preparing for specific vocations and offer work that articulates with the technical and professional school.

This is a problem that we have in common with every college, but it is a problem that offers an opportunity. An increasing number of men who are preparing for business, technical, and professional careers wish to avail themselves of the advantages of a college education, but wish during their college years an opportunity to select courses that have direct bearing on their chosen vocations. Unless the liberal arts college is prepared to surrender a large number of these desirable students to the technical and professional schools it must therefore shape its courses to meet their needs. The addition of some shop work and technical courses and courses that aid in preparation for Law and Medicine would do much in our own case to attract and hold men here.

There are some who feel that this is not properly the work of the college, that the aim of the college course should be solely the attainment of culture and character. Professor Dewey has pointed out that character involves not only right intentions but a certain degree of efficiency, and I certainly believe that the college must seriously consider the question of making its graduates efficient in the various activities of life by affording opportunities to pursue courses that bear

directly on life's vocations. It is Professor Dewey again who reminds those who look askance at the so-called practical courses that are finding their way into the college curricula that "the assumption that a training is good in general just in the degree in which it is good for nothing in particular is one for which it would be difficult to find any adequate philosophic grounds."

The college ought to welcome men who have definite vocations in mind and attempt as far as it can do so to give them the very best preparation for their vocations. Much of this work, if it is to be the best preparation, must be general and cultural, but part of it ought to be definite and special, that the student may feel that his college work has vital connection with his life work.

Last year was my third year of work with the men. These three years have given me an acquaintance with all the men in college and it is my firm belief that there has never been a time when the relation that exists between students and faculty has been better than it now is.

I have known something of Oberlin for the past twenty-four years. During thirteen years of this time I have been in Oberlin, six years as a student in the Academy and College, one year as a student after a lapse of eight years, three years as Superintendent of Schools here and three years in my present position, and I feel sure that there has never been a time during these years when there has been a more wholesome, sane, and healthy spirit, a more serious attention to college work or higher moral ideals among the men than now prevails.

It seems to me that there is much more of personal contact between members of the faculty and students, and of individual aid than when I was a student. I realize that I am looking at it from a different standpoint, but I cannot believe that the college faculty to-day seems to the college student the distant reserved, and somewhat formidable body that it appeared to the student body that I knew. I believe the faculty influence among the students for good has never been greater though it manifests itself quietly and in personal contact and friendship.

There have been a few cases of discipline during the year, but none in which we felt moral questions were involved. With the exception of three men who were dropped for general inefficiency and inattention to college duties, I believe that all the men who were



in any way under discipline are now in college—doing good work, and friendly and loyal to the college and the administration.

The question of dropping the rule requiring church attendance has been under consideration for two years both by the Committee of the Deans and the Committee on Discipline, and the unanimous decision of each committee was that the time had come when it seemed wise to recommend to the faculty that the rule be dropped. This recommendation I may say has been acted on this fall. The reasons that weighed with the committees and the faculty you have stated so clearly in the Alumni Magazine that I need not repeat them here.

Oberlin in common with many other schools has found it advisable to reduce the number of rules applying to personal conduct, not because her ideals are less high than formerly but because there is a changed view of discipline in the home, in the school, and gradually in the college, that makes it seem wise to place the responsibility for personal conduct more and more upon the individual, and that realizes that only by the exercise of such responsibility can any growth in character result. President E. Benjamin Andrews in a recent article says: "The student government movement has in one particular wrought great good, namely, by emphasizing as a ground to the demand for right conduct in students not fussy rules but social and public spirit, regard for the common weal. Since this change college pranks are less popular and bld fair to disappear. It is more and more recognized that only doings constituting good form at home are good form at college, no separate college code being defended. . . . Specifically 'college' rules seem arbitrary to students and most of them are somewhat so. College rules should be few, brief and preferably unwritten, being the ordinary dictates of propriety and breeding as they obviously apply to the circumstances."

For a good many years the college has been approaching this standard in its regulations. Oberlin has always said, and never more clearly than now, that the student must be first a citizen and a gentleman, and as such must be amenable to law and order and must observe the ordinary dictates of propriety and breeding.

We have never admitted that the college student, as a college student, was privileged to indulge in lawless pranks or disorder, but have insisted that the same law applied to him that applied to any citizen.

I believe that this principle is true and fundamental in college government. While it is true that this principle will not work both ways, still the college ought to recognize that except for certain limitations of age and environment it does so work, and the college ought therefore to be very careful not to ask the student to abide by an artificial code that has no validity outside of college walls. The rules for the government of men are few and brief.

I feel myself that the existence of any regulation which can be violated with comparative impunity and infractions of which are only discovered accidentally or through a system of espionage, has in it elements of danger.

The movement among the students toward the organization of some group of students that might meet representatives of the Faculty in the discussion of matters of common interest culminated this fall in the adoption of a constitution for a student senate and the election of the members.

I believe this affords to faculty and students an opportunity for co-operation and mutual helpfulness of no small value.

Last year an informal conference was held between half a dozen members of the Faculty and a dozen or more men of the institution. This meeting, I know, was a valuable one for the members of the Faculty and the students. There was free exchange of opinions, a frank discussion of different standpoints, of various difficulties. Both faculty members and students gained a good deal of information that was new, and an increased respect for and confidence in one another.

While it is too early to prophesy what this organization may accomplish, we ought to welcome any movement that helps the students to feel that they are a vital part of the college, with some responsibility for its welfare and some voice in its administration.

I do not believe in student government, for many reasons, which I need not enter upon here, but I do heartily believe in perfectly free discussion between students and Faculty and a utilization of the student spirit and sentiment to attain desirable ends.

I regret to report that Aubrey Crandell, a special student of Junior rank, was drowned during the summer.

Respectfully submitted,

EDWARD A. MILLER.

# Report of the Women's Department

## *To the President:*

SIR—The general condition of the Women's Department has been very similar to preceding years. Our situation in regard to boarding houses has not been improved. One large house belonging to the college, which has formerly been occupied by young women, is now to be utilized for recitations. Mrs. Frederick Webster, who has been one of our matrons for several years, is building a beautiful home on South Professor Street, at the head of Elm Street, which, when completed, will accommodate thirty-six women, and will so be a material help in our problem. Otherwise, in spite of several changes among the matrons, about the same houses are in use as in preceding years.

Two changes have been made in our regulations, taking effect this fall: young women are no longer forbidden to walk with men during the evening recreation hour before half-past seven; and attendance at church services is no longer compulsory for College and Conservatory students. Both of these rules have been rescinded because we believe it safe to trust our students with the larger liberty.

The enthusiastic support which the young people give to the voluntary services on Sunday led us to believe that the religious life and interest would not decline if all compulsion were withdrawn, but that perhaps the services would come to mean even more to them. In regard to the walking rule, it seemed best to appeal to the individual young woman's sense of propriety and to public sentiment, to prevent careless or improper conduct upon the streets and any resorting to out-of-the-way places during the early evening, rather than to hold to a rule which seemed unreasonable to many of our most loyal students, because of the entire absence of anything inherently objectionable in such recreation, during the hour when calls are allowed and when study is not expected.

It is too early to determine the results of these changes; so far the indications are that there will be no great difference in the actual practices and habits, but an improvement in the feeling and the attitude of the students.

The Student Government idea was introduced into Oberlin some years ago by the organization of the House Government Association, which has taken the responsibility for the maintenance of quiet and

the enforcement of the ten o'clock rule in the college halls and three of the largest boarding houses. The Women's Board of the Conservatory has also rendered large service in this direction, as the Dean of the Conservatory points out in her report.

Last spring the request came from some of the Senior women that the House Government Association be reorganized and its scope widened so as to include all the women in its membership and to be manned by student-officers chosen to represent all departments and classes. In accordance with this suggestion, mass-meetings of the women of the three departments were held and the desirability of such an organization was discussed. Considerable interest was shown and a committee was appointed to draw up a provisional constitution. Before the work was entirely completed, the summer vacation came; and the revision and adoption of the constitution were deferred until this year. We now expect to have the new organization fully launched before the Christmas vacation.

The object of the Association is fourfold: to extend and improve the work formerly done by the House Government Association; to increase the student sense of honor and responsibility for the general condition of the college life; to co-operate with the Deans of Women in regard to such rules as the Association feels it may wisely undertake to enforce; and to provide, in the form of its Executive Board, a representative body to confer with the Deans, the Faculty, and the new Men's Student Senate, in all matters of general college concern where such conference seems desirable.

The college women, through the class vice-presidents, took upon themselves in the spring the charge of the attendance at the chapel exercises. The Conservatory Board had already had a similar responsibility for that department; and the Academy came into line. The attendance is not ideal, but an improvement has been made; and this will doubtless be included among the duties of the new organization.

This assurance of perfect sympathy and hearty co-operation in all our efforts for the maintenance of a happy, helpful, and wholesome college life on the part of the great majority of our students, and their confidence in our open-mindedness and consideration contribute most largely to the enjoyment and value of our life together.

Respectfully submitted,

FLORENCE M. FITCH.

# Report of the Dean of College and Graduate Women

*To the President:*

SIR—The total number of women in the College and Art Departments for the academic year 1905-06 was 506, distributed as follows:

|                     |       |
|---------------------|-------|
| <i>College—</i>     |       |
| Graduates .....     | 7     |
| Seniors .....       | 78    |
| Juniors .....       | 79    |
| Sophomores .....    | 98    |
| Freshmen .....      | 120   |
| Specials .....      | 40    |
|                     | <hr/> |
|                     | 422   |
| Art .....           | 27    |
| Summer School ..... | 57    |

The increasing number of women who come from other schools to enter the upper classes, considerably exceeding those to whom we give honorable dismissal, is a gratifying indication of the rank Oberlin is taking among the colleges of the Middle West.

The health record for the year has been remarkable, when one considers the large number of students in attendance. No serious illness has occurred here. Yet the college has suffered severely by the loss of three of its strongest women by death during the summer: Grace Harlacher, who died August 13, from tuberculosis of the stomach, having left college at the close of the first semester because of poor health; Mary A. Stevens, who died of typhoid fever on September 22; Florence Storey, who was killed September 14 by falling from a horse. The first two were members of the incoming Senior class, Miss Storey of the Junior class. It is a privilege to be able in this way to acknowledge the great contribution which they have made to the college life by their splendid scholarship, strong and winning personalities, and unflinching loyalty.

The discipline of this department has been chiefly limited to individual cases of minor importance; and while it was deemed neces-

sary by the Women's Board to suspend two young women, and a few difficulties have arisen involving a small group of students, the student sentiment on the whole is loyal and entirely satisfactory. The spirit of co-operation and vital interest in the well-being of the college on the part of the older students is gratifying and promises good results for the future.

There has been a growing appreciation on the part of the Faculty and the Women's Board of the trustworthiness of our upper-class women; we are therefore coming to believe in the advisability of encouraging their sense of responsibility by increasing their liberty and allowing them certain privileges which we could not wisely extend to all women of the institution. We were therefore most willing to grant the request of the Senior women last spring, that they be permitted to make and receive calls or be out for other purposes until half-past nine one evening in the week. We had no occasion to regret this action and so were ready to grant the same privilege to the Senior women for this year.

The pleasantest and most gratifying part of my work cannot be reported, except as I may say that with every passing year the personal relations with the young women become more intimate and helpful and friendship supplants authority in most of my dealings with them.

Respectfully submitted,

FLORENCE M. FITCH.

# Report of the Dean of Conservatory Women

## *To the President:*

SIR—The problem of how to deal wisely with over four hundred women where there are no natural graded divisions into classes, has been to her a serious one ever since there has been a Dean of Conservatory Women and this problem is made much more difficult because each year more than half of the women are here for the first time.

Several years ago the older girls themselves came to feel that it would be an advantage to have some sort of an organization and decided to elect a Student Board of Conservatory Women, composed of from ten to sixteen to do whatever they saw would be helpful. Each term they selected fifty or sixty of the older girls, and so placed them in chapel that each one felt responsible for the five or six new girls near her. Then at least once each term these fifty or sixty spent a social hour together talking over plans for helping their little groups to higher ideals in things other than simply chapel conduct and attendance.

For three years the Board girls have seen to it that from three to five of them are here from morning until night for the opening days of each term to do all of the Dean's clerical work, leaving her entirely free to give all her time to helping each individual of the four hundred, according to their several needs.

Last spring it seemed worth while to let them try the seating of the girls in chapel in groups according to the length of time they had been here, thus leading the way to dealing with the older girls in a little different way than with the new ones. This fall they have already elected their Social Committees and "class" officers, the President being ex-officio a member of the Board.

Those who had been here two or more years decided how far they believed they could be trusted, and what privileges they could safely have which could not be granted to those who had been here for a shorter time, with the understanding that the failure to use these trusts conscientiously must mean their withdrawal from those who abuse them.

The result so far has been fully as satisfactory as could be rea-

sonably hoped for at first, and is already manifestly counting in raising the general feeling of individual responsibility not only for themselves, but also for the new girls.

Since the place has been reached where the number of Conservatory women manifestly must be limited in some way, the standard is being gradually raised in two definite directions:—

*First*, each year more and more emphasis is being laid upon the need of the completion of High School work before specializing in music. This is done with the expectation that before long virtually all of the women will be of College rank. In 1904-05 about one-fourth of all the women enrolled were of College rank. In 1905-06 there were somewhat over one-third. This fall, not counting those of Academy rank who are living at home so they are not under College supervision, fully one-half of the girls are of College rank.

*Second*—The new catalogues state that no student is considered fully a member of the Institution until he has passed a probation of one year satisfactory to the Faculty, during which time they may privately dismiss him, if for any reason they deem his connection with the Conservatory undesirable. This makes it possible toward the close of each term to advise those not to return who are failing to do their work in a satisfactory manner, or who do not seem disposed to adapt themselves to our standard of conduct, without waiting until the situation is serious enough to call for discipline.

During the year four of the girls were asked to withdraw, only one of whom had been here previous to this year. None of these would be refused letters of recommendation to other schools, but this manifestly was not the place for them. Several of the new girls were asked not to return for at least a year, because of lack of earnest purpose in their work, or of suitable standards of conduct.

Five years ago it was found that a number came each term who for various reasons could not master the theory work in the Conservatory, nor even the regular English offered in the Academy. Under Professor Wager's supervision a course in English fiction was planned to meet the needs of this class of students, and has been offered in the Academy ever since. The teachers have invariably made it interesting and profitable and such a one that even those who could not—or would not—work much, could get something of value from it. Each year it has been possible to require a higher grade of work in this course than could be done the previous year, and this fall Mr. Peck is having it held up to the standard demanded of Academy



seniors. In spite of this there has been an urgent demand from a large number of our girls of College rank, for a more advanced course in English, and there has not been room in the College classes for them. It seems clear that such a need should be met at once, and it is sincerely hoped that this coming winter term a course in XIXth Century Masterpieces may be offered, expressly for such girls as have completed the requirements in English for admission to College. There can be little doubt that enough Conservatory girls will each year elect this, to meet at least half of the salary of a new Professor in English.

One other thing we feel indicates an increasing earnestness of purpose, on the part of the girls, to make the best of their opportunities. Since few can win their Bachelor's degree in less than four years, and their theory work can be finished in eight terms, it is noted that an increasing number are using that extra time for taking up work in Literary Societies and for some course in the College, even though it is not required.

Respectfully submitted,

HARMONIA W. WOODFORD.

# Report of the Dean of Academy Women

*To the President:*

SIR—The enrolment of women in the Academy for the year 1905-06 was 149. It has been encouraging to note that an increasing number of students, who came for special work only, have changed to a regular course in order that they may graduate from the Academy.

In many ways it would be very helpful in our care of the Academy young women if they were in a dormitory by themselves. Some changes in legislation might then be made and a more personal supervision of their work in general and of their study hours would be possible. Since this plan is not at present feasible we consider ourselves fortunate in having secured Allencroft as a second Academy House for the coming year. The two houses now provide a home for nearly thirty young women. In spite of the many objections that may be urged against such a plan we cannot help feeling that on the whole there has been a gain in this cottage system. It is quite possible that such an arrangement may foster a wholesome spirit of loyalty to the best interests of the Academy. There are hopeful signs that gradually the young women in these houses will assume a share in the responsibility of the management of the house.

The Lesbian Society has done very creditable work during the year and has been a source of helpfulness and good friendship to its members.

There have been no serious cases of discipline, although a few students have been asked not to return on account of failure in scholarship or because of unsatisfactory conduct.

It is a difficult matter to report in facts this kind of work, but perhaps it will be sufficient to add that through personal conference and by calls upon the young women in their homes there have been many opportunities to become acquainted with them and with their special needs.

Respectfully submitted,

EDITH C. FARGO.

# Report of the Registrar

*To the President:*

SIR—As Registrar of the college, I heroby submit my report for the Academic year 1905-06.

The enrolment in the college for the year 1905-06 was as follows:

|                       | Men   | Women | Total |
|-----------------------|-------|-------|-------|
| Graduates .....       | 15    | 7     | 22    |
| Seniors .....         | 57    | 77    | 134   |
| Juniors .....         | 59    | 77    | 136   |
| Sophomores .....      | 62    | 97    | 159   |
| Freshmen .....        | 89    | 119   | 208   |
| Special Students .... | 15    | 40    | 55    |
|                       | <hr/> | <hr/> | <hr/> |
|                       | 297   | 417   | 714   |

The number completing the required work for the degrees given below, during the year 1905-06 was as follows:

|            | Men | Women | Total |
|------------|-----|-------|-------|
| A. M. .... | 5   | 1     | 6     |
| A. B. .... | 51  | 75    | 126   |

Prescribed work:

|            |   |   |   |
|------------|---|---|---|
| A. M. .... | 3 | 0 | 3 |
|------------|---|---|---|

Some statistics of the graduating class of 1905-06 may be of interest. This was the largest class ever graduated from Oberlin College, numbering 126 members, who have completed the work required for the degree A.B. This fact is owing to the large number of additions from outside schools after the Freshman year, as shown in the tables given below; for of the 169 students who entered College as Freshmen in 1902, only 59 were graduated in 1906.

The following table shows the losses and gains during the four years, 1902 to 1906:

*Class of 1906, Admitted to College, September, 1902*

|                        | Men | Women | Total |
|------------------------|-----|-------|-------|
| Number of Members..... | 79  | 90    | 169   |

*Losses*

|   | Men | Women | Total |
|---|-----|-------|-------|
| Left College during or at the end of the Freshman year                          | 20  | 19    | 39    |
| Left College during or at the end of the Sophomore year                         | 12  | 14    | 26    |
| Left College during or at the end of the Junior year...                         | 6   | 3     | 9     |
| Entered a lower class.....  | 10  | 11    | 21    |
| Entered a higher class.....   | 4   | 3     | 7     |
| Classed Senior, failed to complete the work required<br>for the degree A.B..... | •   |       |       |
|   | 6   | 2     | 8     |
|   | —   | —     | —     |
| Total loss .....  | 58  | 52    | 110   |

*Gains*

|   |    |    |    |
|---|----|----|----|
| From higher classes.....                        | 11 | 10 | 21 |
| From lower classes.....                         | 4  | 1  | 5  |
| From outside schools in the Sophomore year..... | 2  | 13 | 15 |
| From other Colleges in the Junior year.....     | 2  | 7  | 9  |
| From other Colleges in the Senior year.....     | 3  | 4  | 7  |
| From Oberlin Academy in the Sophomore year..... | 5  | 1  | 6  |
| From the Special students.....                  | 3  | 1  | 4  |
|   | —  | —  | —  |
| Total gain .....                                | 30 | 37 | 67 |
| Net loss .....                                  | 28 | 15 | 43 |

Comparing these figures with the corresponding ones for the class of 1905, we find that a slightly smaller percentage of the total membership of the class of 1906 was graduated than was the case in the preceding class. In those two classes, the total loss of 1906 was greater by 9, their net loss, less by 15.

Of the seventy-four students who left College before the Senior year, the majority are accounted for as shown in the table below. The facts given can scarcely be taken with absolute certainty, for the difficulty of getting at the actual reasons for leaving College is apparent to all. The figures given are based upon personal interviews and correspondence with the Secretary and Registrar.

## REPORTS OF OFFICERS

|                                | Men | Women | Total |
|--------------------------------|-----|-------|-------|
| To enter other Colleges.....   | 15  | 10    | 25    |
| To go into business.....       | 5   | ..    | 5     |
| To engage in teaching.....     | ..  | 2     | 2     |
| Because of previous plan.....  | ..  | 1     | 1     |
| Lack of money.....             | 1   | 1     | 2     |
| Poor health.....               | 4   | 6     | 10    |
| Dissatisfied in Oberlin.....   | 2   | ..    | 2     |
| Called home by death of parent | ..  | 1     | 1     |
| No reason known.....           | 11  | 15    | 26    |
|                                | —   | —     | —     |
|                                | 38  | 36    | 74    |

There is no doubt but that greater distance from home and a consequent increase in traveling expenses influenced several in making the change from Oberlin to a college nearer home. Probably the reason most frequently given by young men who change to some other college is to combine a College and Professional course, or to enter a Technical School.

As usual there was a large loss among the Special Students. not as large, however, as in the year 1904-05.

*Special Students*

|   | Men | Women | Total |
|---|-----|-------|-------|
| In attendance during the year 1904-05.....        | 19  | 33    | 52    |
| Left College before the end of the year.....      | 1   | 3     | 4     |
| Left College at the end of the year.....          | 12  | 16    | 28    |
|   | —   | —     | —     |
|   | 13  | 19    | 32    |
| Entered a College class in Fall of 1905.....      | 4   | 4     | 8     |
| Re-entered as Special Students in Fall of 1905... | 2   | 10    | 12    |
|   | —   | —     | —     |
|   | 6   | 14    | 20    |

In the choice of Freshman electives the same tendency as was shown in 1904-05 was evident in 1905-06, except that French, especially beginning French, rivalled German in the number electing it. Mathematics, English Composition and Bible are required studies for Freshmen. Besides these, they may elect any

two from the following group: Latin, Greek, German, French, Science (either Botany or Zoology).

For the year 1905-06, for the one hundred and ninety-nine Freshmen, the choice of electives is shown in the table below:

|                             |                     |    |
|-----------------------------|---------------------|----|
| Number of Students Electing | Freshman Latin....  | 87 |
| " " " "                     | Academy Latin.....  | 17 |
| " " " "                     | Advanced Greek....  | 21 |
| " " " "                     | Beginning Greek.... | 6  |
| " " " "                     | Advanced German..   | 62 |
| " " " "                     | Beginning German..  | 25 |
| " " " "                     | Advanced French..   | 19 |
| " " " "                     | Beginning French..  | 45 |
| " " " "                     | Science .....       | 42 |

As to scholarship, I am glad to say that my decided conviction is that the high standard which Oberlin College has always held is not only being maintained, but that her high ideals and earnest aim to secure fine, thorough, scholarly work is being met by students with an increasingly encouraging response.

The Committee on Failure in Scholarship, by its careful and conscientious work in looking after the individual student, is doing an important work. Timely warnings and personal conferences with the chairman prevent many failures, but of course all failures cannot be avoided and at the close of the year, five students who had been repeatedly warned and counseled with, were asked not to return on account of their poor scholarship and continued failure.

The work in the Registrar's Office is large, very interesting and full of opportunity. It of course increases in amount and complexity with the rapid growth of the College—66 2-3 per cent. in the last five years. May I urge once more the great need of more permanent assistance than can be obtained when depending entirely upon students with their many engagements. Under the present arrangement many consecutive hours of work from any one person is impossible, and separate hours are of much less value. Often too, when most needed, students are in class and their assistance, not available. This need is felt with much keenness this Fall, with seventy-three more students in College than the entire enrolment

of last year showed, and it is especially emphasized by the fact that my chief assistant for the last three years, who had learned so thoroughly the details of the work that he was very efficient, was graduated in June, which necessitated the teaching of new helpers. The aim of the Office is to render the greatest possible service to the Faculty and to the students and to be of real value to the College. To this end, I wish the work to be done with greatest efficiency, to take up some work that is untouched, and to improve certain things, all of which is impossible with our present arrangement.

The Card Catalogue of all existing records is still unfinished, but I hope that it may be brought up to date by the end of this College year. It has already proved its usefulness, which will increase as the years pass.

Respectfully submitted,

FLORA ISABEL WOLCOTT.

# Report of the Director of the Conservatory of Music

## *To the President:*

SIR—In looking back over the past year one is impressed anew with the fact that in times of peace and prosperity in a Conservatory of Music as in a Nation, little startling history is made. Our classes have been full almost to overflowing, our teachers have shown the highest efficiency and loyalty and the quality of the work in our recitals and concerts has been fully up to our best standards.

The graduating class of last June was the largest and in some ways the best equipped we have ever sent out. They are already filling important positions in schools and conservatories. In this connection it might be well to note the fact that the Director has many more calls for young men of character, talent and thorough musical education, as teachers and directors of music in Colleges, than he can possibly fill. This is a field that is broadening in our country, and may well attract young men whose talents and tastes lie in that direction.

The attractiveness of the musical and social life of Oberlin has made it possible for us to keep the personnel of the Faculty essentially the same as last year, the leaves of absence and the return of several from study in Europe being the only changes to record.

Professor H. H. Carter, after a period of continuous service since 1891, is spending this year in travel and study. The summer was spent in Italy, and during the musical season he will be in Munich and Berlin.

Professor L. C. Wattles went abroad with Professor and Mrs. Carter and is to be away until the beginning of the winter term. She plans three months' study in London.

Miss Kate Peck, for three years instructor in singing, has gone for the second time to Berlin and will enter the classes of Mr. Ferguson.

Mr. Herbert Harroun, who has been in Europe for the past eighteen months, returns to his work in January. Many flattering



accounts of his progress have reached us, and most refined singing and skillful teaching may be confidently expected of him.

Mr. J. F. Alderfer, so successful as Dr. Andrews' assistant in the Organ Department since his graduation with us in '03, has leave of absence for two years which he will devote to study with Gullmant in Paris.

Mr. J. R. Frampton, O. C. '01, O. C. M. '04, takes up the work left by Mr. Alderfer. Mr. Frampton comes to us after two years' teaching at Grinnell Iowa. In addition to this work, he is organist in the Woodland Avenue Church of Cleveland.

Professor and Mrs. F. G. Doolittle are both teaching again this fall. Professor Doolittle was away on leave of absence last year. Mrs. Doolittle has spent two years in Berlin with Madam Stephanoff, and as a result has acquired a most finished technique and refined interpretation. She will be heard in a piano recital in the Artist Recital Course later in the year.

Mr. Walter P. Stanley, as instructor in piano, and Mr. Edward B. Manning, instructor in violin and harmony, came from New York last January. Both have enjoyed the life here, and have been distinctly serviceable.

Mr. Stanley was a pupil of Leschetizky in Vienna, and Mr. Manning of Schradleck in violin, and MacDowell in composition.

Mr. George C. Hastings, who graduated from the Conservatory in 1900, and taught here for several years, returns as instructor in piano after three years spent in the Leipzig Conservatory and with private teachers. None of our graduates of recent years have better testimonials from European masters. The critic of a prominent Leipzig paper said his performance of the Tschalkowsky Concerto was the best playing done by a student in the Conservatory for that year.

The trustees at the June meeting conferred the title of Professor on Mr. C. K. Barry, Mr. W. T. Upton, and Mr. J. A. Demuth. They also conferred the degree of Bachelor of Music upon seventy-one of our Alumni, who were recommended by our Faculty as eligible to this honor.

The Music Teachers' National Association held its 28th Annual Meeting in Oberlin from June 26th to 29th. Many of our teachers and students remained, and a large number of our Alumni attended its sessions. The Conservatory was glad to offer Warner Hall for the

use of the Association. We were greatly profited by its discussions, which were largely along the line of music education in Colleges.

You will be pleased to note the remarkable increase in the proportion of our students of College rank. Last year scarcely one-fourth were so rated, while this fall the number reaches nearly one-half. At this rate we shall soon arrive at what seemed at the beginning a very distant goal, and without any sudden restrictions or demands made on the students. Several influences have worked for us in this direction. The requirement for graduation is perhaps one, the classification in our catalogue another, but the strongest of all, the steady influence exerted by our Dean and Faculty on the idea that a young student should not devote himself *exclusively* to the study of music until at least that much literary work had been done. It would seem unwise to ever *require* a certain literary standard as a condition of admission to the Conservatory, as we shall always want the presence of talented children, and others, who may be abnormally talented in music and undeveloped in other ways. After they come under our influence, they will be guided in the courses of study best suited to their needs. It is interesting to know that four of our young men finished the Academy course last year who doubtless never would have done so, had they not first been attracted by the Conservatory course.

It is gratifying to report the response made by College students to the course offered by Professor Dickinson in the Culture and Appreciation of Music. The class for the first Semester was 12, for the second Semester, 39.

The outside activities of our Faculty are many and varied. Without going into detail, mention might be made of Professor Kimball's large Chorus Choir, organized and directed by him in the Euclid Ave. Church in Cleveland, of Professor Upton's work as Director and Organist in the Calvary Church of the same city, and of Dr. Andrews' short concert tours, playing on some of the most important organs in the country, in addition to his annual series of organ concerts given at home.

Our greatest need at the present time is a Music Hall large enough to accommodate the crowds that attend the concerts given by the Musical Union, and the various Orchestras that wish to include Oberlin in their itinerary. With the co-operation of musical people

In all the surrounding towns, our concerts might exert a much wider influence.

Unless the new chapel is soon made available for this purpose, some plan must be devised to meet this need.

Of the changes in Warner Hall, mention may be made of the new system of Kinetic blowers for all the organs which has been substituted for the worn out and antiquated system we had.

Electric lights have been put in all the halls, offices, library and teaching rooms. Nine new rooms have been furnished in the basement, and are used mainly for organ and pedal piano practice.

The beautiful leaded glass windows will soon all be in place in the Concert Hall.

The following list of artists and musical organizations have been here since the last report:

Miss Augusta Cottlow, Oct. 10, Piano Recital.

Mrs. Louise Homer, Oct. 25, Vocal Recital.

Mrs. S. C. Ford, Soprano; Mr. Arthur Foote, Pianist; Recital of Mr. Foote's Songs. Mr. Foote at the piano, Nov. 6.

Mr. Jean Gerardy, Violoncello, Nov. 14.

Miss Caroline Harter, Violinist, assisted by Professor Breckenridge and Conservatory Orchestra, Nov. 21.

Cincinnati Orchestra, Frank Van der Stucken, Conductor, Dec. 7, Matinee.

Mrs. Corinne Rider-Kelsey.

Miss Janet Spencer

Mrs. Margaret Jones-Adams

Mr. Edward Strong

Mr. Henry P. Cole

Mr. Charles H. Adams

Mr. Herbert Witherspoon

Mr. Julian Walker

} Dec. 5 and 6.

Mrs. Kirkby Lunn, Vocal Recital, Tuesday, Jan. 9.

Kneisel Quartette, Tuesday, Jan. 16, Matinee.

Pittsburgh Orchestra, Emil Paur, Conductor, Wednesday, Feb. 7, Matinee.

Henri Marteau, Violin Recital, Tuesday, Feb. 13.

Ellison Van Hoose, Vocal Recital, Tuesday, March 6.

Arnold Dolmetsch, Music on Ancient Instruments, Saturday, March 24.

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Mr. Hans Kronold, 'Cello, Assisted by Professor Breckenridge,  
 Pianist and Miss Caroline Harter, Violinist, April 17.

Signor Gherardi, Italian Tenor, April 24.

Wunderle Trio—May 9.

Mrs. Margaretha Wunderle, Harp

Mr. Carl Wunderle, Violin

Mr. Herman Melzer, 'Cello.

Mme. Olga Samaroff, Pianist, May 15.

Emillo De Gogorza, Baritone, May 22.

Mrs. Lillian French Reed

Mrs. Isabel Bouton

Mr. Edward Barrow

Mr. Wm. Beard

Mr. Wm. Horner

June 19 and 20.

*Table showing the number of students during the year:*

|                   | Women | Men | Total |
|-------------------|-------|-----|-------|
| Fall 1905 .....   | 498   | 96  | 594   |
| Winter 1906 ..... | 480   | 102 | 582   |
| Spring 1906 ..... | 445   | 93  | 538   |

*Table showing number of students in both Conservatory and other departments:*

|                   | Conservatory and other departments | Classed Conservatory | Classed elsewhere | Conservatory alone |
|-------------------|------------------------------------|----------------------|-------------------|--------------------|
| Fall 1905 .....   | 208                                | 495                  | 109               | 396                |
| Winter 1906 ..... | 219                                | 456                  | 126               | 363                |
| Spring 1906 ..... | 181                                | 423                  | 113               | 356                |

*Classification with reference to College Entrance Requirements*

|                               | Total | Classed Conservatory |
|-------------------------------|-------|----------------------|
| Students of College Rank..... | 237   | 149                  |
| Students of Academy Rank..... | 500   | 419                  |
| Total enrolment .....         | 737   | 568                  |

*Table showing branches taught and number of students in each:*

|                                       | Fall<br>1905 | Winter<br>1906 | Spring<br>1906 |
|---------------------------------------|--------------|----------------|----------------|
| Harmony .....                         | 257          | 200            | 150            |
| Counterpoint, Canon, Fugue.....       | 12           | 11             | 10             |
| Composition .....                     | 2            | 2              | 3              |
| Harmonic Analysis and Musical Form    | 29           | 36             | 41             |
| Ear Training .....                    | 40           | 93             | 68             |
| History of Music.....                 | 84           | 113            | 83             |
| Advanced History of Music.....        | 6            | 7              | 7              |
| Pianoforte .....                      | 474          | 470            | 416            |
| Organ .....                           | 85           | 97             | 90             |
| Singing .....                         | 286          | 279            | 263            |
| Violin .....                          | 53           | 59             | 43             |
| Wind Instruments .....                | 7            | 5              | 3              |
| Public School Music.....              | 25           | 40             | 29             |
| Appreciation of Music, 1st Semester.. | 12           |                |                |
| (for College Students only) 2d Semes. |              | 39             |                |
| Choral Class .....                    | 40           | 44             | 26             |

Comparing this report with that of 1904-05, three things seem to show a decided gain.

1. Over two-thirds of the entering classes in theory continued through this year as against one-half in 1904-05.

2. *College Rank*

|               | Total | Classed<br>Conservatory |
|---------------|-------|-------------------------|
| 1904-05 ..... | 180   | 97                      |
| 1905-06 ..... | 237   | 150                     |

If, of those of Academy rank, there are left out those who live in their homes, in 1904-05, 97 were of College rank and 339 of Academy rank, nearly 23 per cent. being of College grade. In 1905-06, 148 were

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of College rank, 317 of Academy rank, about 32 per cent. being of College grade.

**3. Bachelor of Arts Degrees**

|               | <b>Total</b> | <b>Classed<br/>Conservatory</b> |
|---------------|--------------|---------------------------------|
| 1904-05 ..... | 6            | 6                               |
| 1905-06 ..... | 17           | 14                              |

Respectfully submitted,

**CHARLES W. MORRISON.**

# Report of the Principal of Oberlin Academy

## *To the President :*

SIR—At the last commencement, June 15, 1906, a class of sixty was graduated from the Academy. Of this number forty were boys and twenty were girls. Of the boys, twenty-three entered Oberlin College this year, one entered Cornell, one Ohio State University, one Columbia University, two Michigan, one Pomona College, one Purdue University, one Chicago University, and one a Chicago Medical school. Of the girls, seventeen are Freshmen at Oberlin and one entered Smith college. Five of the boys and two of the girls are not in college at all. Two of the boys are completing their courses in the Oberlin Conservatory, and one is studying abroad. Beside the students who received the Academy diploma last June, a half-dozen others, who had not completed their work, entered various colleges. In addition to providing instruction for the regular Academy students, there are in its classes at the present time one hundred and four students of the Conservatory and about one hundred and forty from the College. The rooms are all occupied and the most of the classes are full.

The same plans which were outlined in the report of the Principal a year ago have been followed largely the last year, both in the sending out of catalogues and in the correspondence from the office. In addition to these plans a copy of the Academy calendar, published just at the close of the year, was sent to each regular student of the Academy in July, with a note asking him to use his efforts to secure some new student for the Academy. The distinct Academy life has been emphasized as far as possible and with quite good results. The Academy houses have been provided with much better quarters. They are furnishing accommodations to about thirty girls and are giving table board to an equal number of boys. A new house nearby is largely occupied by Academy boys for rooms. The debate teams brought great credit to the Academy last year. They won both of their debates, although they took on one occasion one side of the question, and on another occasion the other side, but they did better than this, they presented a debate that would do great credit to much older and more mature students. The separate athletic teams were kept up

during the entire year and around their work there gathered much enthusiasm on the part of the majority of the Academy students. In all their outside activities there seemed to be a healthy and enthusiastic spirit among the students. This favorable situation is due very largely to the fact that the Academy has been able to retain the services of four young men as teachers, who are giving all that they have to give, both in the class room and out of it, to the strengthening of Academy interests. The Academy has for many years enjoyed the services of an intelligent and earnest company of women as teachers, but there has been great need among the boys of the same sort of a body of men who stay in their places long enough to make an impression upon the Academy life. This is the great gain that the last two years have brought. The whole body of teachers now employed is admirable and thoroughly satisfactory. The great need of the Academy is to keep these teachers and especially these men. Some of them are already planning for further study, but their services can be secured after such study if suitable inducements can be offered to them to continue in their work. The Academy has very imperfect equipment so far as buildings and appliances are concerned. It can, however, get along fairly comfortably if it can retain its teachers. The Principal wishes to make a special plea for a sufficient increase in the salaries of the men, who are now teaching in the Academy, to make it possible to retain them. They are receiving a salary of \$650 a year only. It ought to be possible in the immediate future to raise these salaries gradually, for experienced teachers, to at least \$1,000. This seems to the Principal absolutely essential to the development of those plans in the Academy which have had quite definite form in his own mind for some years, and which recently the trustees have so earnestly recommended.

The Principal is also just as sure as he has been for some years past that the interests of both the College and the Academy demand the appointment of some one to look after the outside interests in the way of securing students, placing teachers in positions, which will be both helpful to them and serviceable to their alma mater, and keeping us in touch with the various educational interests of Ohio and the adjoining states. The Principal feels confident that such an appointment will in a very few years justify itself financially and in every other way.

Respectfully submitted,

JOHN F. PECK.



# Report of the Chairman of the Summer School

## *To The President :*

SIR—During the past year the following changes were introduced into the organization of the Summer School—(1) The school is no longer a co-operative institution. Fixed salaries are now paid to teachers; the dividend system has been done away with; the guarantee formerly made by the college for the support of normal courses has been changed into a guarantee of the school as a whole, the understanding being that any surplus remaining after the expenses of the school have been met shall become the property of the college. (2) The salaries of teachers are now paid at the following rates—to a full professor \$70 for a 5-hour course; to an associate professor \$60 for a 5-hour course; to an instructor \$50 for a 5-hour course. The rates are less than 50 per cent. of those paid during the regular year. To offset this discrepancy provision has been made for an increase in salaries with the hoped for development of the school. (3.) It was determined that the 8 weeks of the summer session should count as a half-semester. (4) The rule requiring that a course to be given in the Summer School should first be offered to the individual teaching it in the regular year, was set aside. In its stead the general principle was adopted that all recommendations to the Summer School staff should be made by the committee of the Summer School acting in consultation with the heads of departments.

These changes have tended to affiliate the work and methods of the Summer School more closely than ever with those of the regular college year. In this respect it is important to note that Oberlin has marked out for herself a method of development as regards her Summer Session identical with that pursued by our larger schools. Mr. Jones, our college secretary, handed to me recently a cutting from the Boston Evening Transcript under the date of September 19, 1906, containing a noteworthy article entitled, "University Summer

Schools," written by Prof. Guido H. Stempe of Indiana University. Professor Stempe contrasts two distinct ideals of the Summer Session which have emerged in its history—the one being embodied in the Chautauqua and Teacher's Institute type, the other developing into the idea that the Summer School must become a regular term of the college year, instead of being regarded as a mere addition to that work. There can be no doubt that Oberlin is working steadily toward the latter goal. In this respect a recent vote passed by the Faculty is significant. It was voted that in administering the eligibility rule governing participation in athletic events the committee in charge of athletics should be empowered to consider the Summer Session as constituting in this respect a regular term.

During the past summer the committee was exceedingly fortunate in being able to retain a larger number than usual of the staff of the college. Every position but one was filled by the regular staff, and that position was itself filled by an Oberlin graduate of the class of '99, Miss Esther Ward. The other staff members were the following:—full professors, Root, Martin, Anderegg, Wager, Cole, Miller, MacLennan; associates, Hosford, Cowdery, Jones, Wolfe; instructors, Branson, Luckey, Myers.

The students in attendance numbered 136. This was six less than were in attendance upon the school of 1905. But it should be remembered that the enrolment that year was phenomenal as compared with any previous year, an addition of 25 having been made over the largest antecedent number, 117. Of the students of 1906, 20 were graduate students as against 18 of the previous year; 89 were of college rank, 7 of academy standing, 8 were enrolled exclusively for normal work, 12 were specials. Thirty students were in attendance who had never previously been at Oberlin. A most significant fact in the enrolment is the large increase in the number of students who stayed over from the regular year. This fact is marked by the large elections of the general courses in Greek Drama, Greek History, Sculpture, European History, American History, Bibliography, English Literature, Pedagogy, Economics, Sociology. As a departure two courses for teachers of German and Science were introduced in addition to the one previously offered for teachers of Latin. The enrolment and interest in both cases were quite sufficient to justify the wisdom of the departure. A course in Field Geology added at the earnest request of the Geological department must also receive special men-

tion. The course appears to be a very essential part of the regular geological curriculum and yet, for obvious reasons, it cannot be undertaken in the regular college year. After exclusion of all those whose previous training did not justify their enrolment in the course the full number required for the carrying it was easily found. Aside from its value to the department of Geology this course has been of great value to the college in other respects. While engaged in field study the class in Geology made several very valuable finds. These were of rare, and in one case, perhaps, of previously unknown fossil fishes. The monetary value of such specimens as may be exchanged is greater than the cost of the course. The remaining specimens will serve to make the Oberlin collection of fossil fishes more unique than ever. As Chairman of the Summer School I would emphasize the advisability of continuing this course. The cost of carrying it is, however, almost too great for the finances of the Summer School. As the course is normally part of the regular year's work, although given in the summer, the natural place for it would seem to be the college budget.

The budget of the Summer School is filed with this report. From this it will be seen that the school drew on the guarantee to the extent of \$188.23 as against \$87.50 last year. From this, however, should rightfully be deducted \$75.00 added on account of field geology. This would leave the balance against the summer School at \$113.23. But the schedule of 1906 carried 158 instruction hours as against 150 of the 1905 schedule. These hours were distributed as follows: In the college 118 hours for 1906 as against 95 for 1905; in the Academy 25 hours as against 25; in normal and review work 15 hours as against 30. The same number of hours was given to review of American Literature as formerly, but it was found possible to reduce the number of hours, given to normal work without reducing its efficiency. Mr. Luckey arranged to give one 5-hour course entirely to the review of elementary school studies and in a second 5-hour course to cover elementary methods. This arrangement reduced the purely normal hours by 15. These hours were transferred to College work. A very much larger proportion of time was given to advanced Pedagogical work than hitherto. The resultant effect was that as many students of a purely normal grade were obtained as formerly while at the same time a large addition was made to the curriculum as a whole. Moreover the elections in these new courses were very large.

Thus the discrepancy in the budget is explained by the increase in the cost of giving more advanced courses by the heads of departments. The expense to the school for each full professor employed in a 5-hour course is \$20 greater than that for an instructor or a principal of some high school.

Now if one put together the facts of the increase in the number of regular students who stayed over for the summer term, the large elections of the novel advanced and broadly cultural courses, the increased number of graduate students, the stability of the normal courses, the conclusion appears to be evident that the Oberlin Summer School will develop most naturally along the line of elective college work which will call back to us larger numbers of our own graduates and hold for the summer more of our undergraduates. Teachers we shall obtain—and of the better class—but not in overwhelming numbers. Moreover most of these come not in response to advertising but through acquaintance of some one who has formerly been in Oberlin. During the past years many catalogues have been sent out to teachers in the surrounding counties, and last year advertisements were placed in two of the most widely read Ohio school journals. The results, however, have been disappointingly small. I think it is a fact that the teacher in the elementary grades who does not care to spend his entire vacation in class room work and who also desires a rapid review of the subjects which he is to teach will more likely go to a Summer School of the Chautauquan type than come to Oberlin. The smaller numbers, however, who do come to Oberlin are for the same reason much more desirable for the final building up of the school.

In concluding this report I would call attention to the fact that the guarantee to the Summer School expired with this year. It is my judgment that such a guarantee should be made permanent. It is not likely that the full amount will be used in any year. But without the guarantee the school simply cannot develop. In this experience Oberlin is not alone. It is the fate which has overtaken the summer schools of her type—schools whose final aim has been efficiency. I would also express my personal appreciation of the great assistance in advice and in labor given to me by the members of the Summer School committee as also to the College Secretary for unfailing and never-wearied courtesy and assistance in connection with every phase of the work.

## REGISTRATION IN THE SUMMER SCHOOL OF 1906

The enrolment of students in the various classes was as follows:

| <i>College Courses</i>                                      | <i>Teacher</i>              |    | Wo-<br>Men | To-<br>men | tal |
|---|-----------------------------|----|------------|------------|-----|
| Bibliography .....  | Professor Root .....        | 3  | 6          | 9          |     |
| Classical Archaeology .....                                 | Professor Cole .....        | 2  | 9          | 11         |     |
| Economics .....   | Associate Professor Wolfe.. | 7  | 10         | 17         |     |
| English Literature (Drama) .....                            | Professor Wager .....       | 8  | 12         | 20         |     |
| English Literature (Brown-<br>ing) .....                    | Professor Wager .....       | 8  | 19         | 27         |     |
| Ethics .....  | Professor MacLennan.....    | 8  | 4          | 12         |     |
| French 1 and 2 .....  | Associate Professor Cowdery | 4  | 4          | 8          |     |
| Geology (Field Course) .....                                | Mr. Branson .....           | 5  | 0          | 5          |     |
| German 1 and 2 .....  | Mr. Myers .....             | 6  | 3          | 9          |     |
| German (Teachers' Course) .....                             | Mr. Myers .....             | 2  | 5          | 7          |     |
| Greek Drama .....   | Professor Martin .....      | 6  | 15         | 21         |     |
| History (European) .....                                    | Professor Root .....        | 7  | 7          | 14         |     |
| History (American) .....                                    | Professor Root .....        | 5  | 7          | 12         |     |
| History (Greek) .....                                       | Professor Martin .....      | 4  | 11         | 15         |     |
| Latin (Teachers') .....                                     | Professor Cole .....        | 3  | 5          | 8          |     |
| Latin (Quintilian) .....                                    | Professor Cole .....        | 2  | 7          | 9          |     |
| Mathematics (Trigonometry<br>and Analytical Geometry) ..... | Professor Anderegg .....    | 2  | 2          | 4          |     |
| Ornithology .....   | Associate Professor Jones.. | 9  | 4          | 13         |     |
| Pedagogy (Reading Course) .....                             | Professor Miller .....      | 5  | 12         | 17         |     |
| Pedagogy (Educational Re-<br>formers) .....                 | Professor Miller .....      | 3  | 6          | 9          |     |
| Pedagogy (Elementary Educa-<br>tion) .....                  | Professor Miller .....      | 2  | 6          | 8          |     |
| Pedagogy (General Methods) .....                            | Professor Miller .....      | 2  | 6          | 8          |     |
| Psychology .....  | Professor MacLennan .....   | 12 | 15         | 27         |     |
| Science (Teachers' Course) .....                            | Associate Professor Jones.. | 4  | 1          | 5          |     |
| Sculpture .....   | Professor Martin .....      | 3  | 8          | 11         |     |
| Sociology (Socialism) .....                                 | Associate Professor Wolfe.. | 8  | 3          | 11         |     |
| Sociology (Social Problems) .....                           | Associate Professor Wolfe.. | 9  | 5          | 14         |     |
| <i>Academy or High School Courses</i>                       |                             |    |            |            |     |
| Latin 1 and 2 .....   | Associate Professor Hosford | 2  | 5          | 7          |     |
| Literature (English) .....                                  | Miss Ward .....             | 6  | 4          | 10         |     |
| Mathematics (Geometry) .....                                | Professor Anderegg .....    | 4  | 2          | 6          |     |
| Mathematics (Algebra) .....                                 | Professor Anderegg .....    | 3  | 3          | 6          |     |
| <i>Normal Courses</i>                                       |                             |    |            |            |     |
| Literature (Amer. Review) .....                             | Miss Ward .....             | 0  | 8          | 8          |     |
| Pedagogy (Normal Methods) .....                             | Mr. Luckey .....            | 0  | 9          | 9          |     |
| Pedagogy (Review of Sub-<br>jects) .....                    | Mr. Luckey .....            | 0  | 8          | 8          |     |

Respectfully submitted,

S. F. MACLENNAN.

# Report of the Director of the Men's Gymnasium

## *To the President:*

SIR—The receipts and expenditures of the Gymnasium for 1905-06 were as follows:

### *Receipts*

|  |                   |
|--|-------------------|
| From term bills of men in the College, Academy, and Conservatory ..... | \$ 944.50         |
| From other fees .....  | 236.00            |
| From rental .....  | 88.47             |
| From interest on endowment (\$5,000) .....                             | 240.00            |
| Miscellaneous .....  | 3.13              |
| <b>Total .....</b>   | <b>\$1,512.10</b> |

### *Expenditures*

|   |                 |
|---|-----------------|
| Teaching (Director's salary not included) ..... | \$1,191.75      |
| Clerk hire .....                                | 22.43           |
| Stationery and printing .....                   | 16.75           |
| Janitor and assistance .....                    | 451.54          |
| Custodian .....                                 | 88.20           |
| Fuel .....                                      | 391.23          |
| Lights .....                                    | 129.26          |
| Water .....                                     | 226.65          |
| New apparatus .....                             | 88.50           |
| Supplies and repairs .....                      | 302.16          |
| Insurance .....                                 | 48.56           |
| Telephone .....                                 | 15.00           |
| Grounds .....                                   | 43.47           |
| Miscellaneous .....                             | 11.30           |
| <b>Total .....</b>                              | <b>3,026.80</b> |

|  | Estimated         | Actual            |
|--|-------------------|-------------------|
| Expenditures, 1905-06 .....            | \$3,230.00        | \$3,026.80        |
| Income, 1905-06 .....                  | 1,375.00          | 1,512.10          |
| <b>Drawn from University funds....</b> | <b>\$1,855.00</b> | <b>\$1,514.70</b> |

In addition to the above items the sum of \$75, the term bills of two Seniors in the Teachers' Course for the second semester, was applied toward the purchase of a vaulting horse. In the spring the Prudential Committee authorized the laying out of two tennis courts on the north end of the lots back of the Gymnasium, for the use of the Tennis Association, provided the cost were met subsequently out of rental or from other receipts of the department. The expense of putting the grounds in shape and erecting posts and backstops was \$71.70, and the rental for the short season that followed was \$7.00.

The men who made use of the Gymnasium in 1905-06 were distributed as follows:

| The College              | No. in College | No. using Gymnasium | In credit courses | In other classes | Not taking class work |
|--------------------------|----------------|---------------------|-------------------|------------------|-----------------------|
| Graduates .....          | 15             | 6                   | ..                | ..               | 6                     |
| Seniors .....            | 57             | 48                  | 12                | 4                | 32                    |
| Juniors .....            | 59             | 55                  | 19                | 3                | 33                    |
| Sophomores .....         | 62             | 60                  | 38                | 3                | 19                    |
| Freshmen .....           | 89             | 79                  | 57                | 5                | 17                    |
| Specials .....           | 15             | 12                  | 7                 | 2                | 3                     |
| Total College...         | 297            | 260                 | 133               | 17               | 110                   |
| The Theological Seminary | 52             | 28                  | ..                | 12               | 16                    |
| The Academy .....        | 197            | 183                 | 3                 | 133              | 47                    |
| Conservatory of Music... | 74             | 47                  | 2                 | 41               | 4                     |
| Total, all departments   | 620            | 518                 | 138               | 203              | 177                   |
| Members of Faculty.....  | ..             | 18                  | ..                | 3                | 15                    |
| High School .....        | ..             | 39                  | ..                | 39               | ..                    |
| Business College .....   | ..             | 7                   | ..                | 7                | ..                    |
| Citizens .....           | ..             | 5                   | ..                | 5                | ..                    |
| Grand totals .....       | ...            | 587                 | 138               | 257              | 192                   |

These figures show that 83.55 per cent. of the men in all departments made use of the Gymnasium, and 90 per cent. (all but 28 men) of the undergraduates in the College department. The corresponding percentages for the year before were 83.13 and 88.7. One hundred and thirty-three College undergraduates, or 47.16 per cent. of the whole number, were enrolled in the credit courses, instead of the 107 (37.9 per cent.) of the year before. One hundred and ninety-

eight new students received physical examinations, and 59 old students were re-examined (the figures the year before were 206 and 56), besides the large number of candidates for the different varsity and Academy teams who were given partial examinations, in accordance with our practice, to determine their physical fitness to engage in intercollegiate or interscholastic contests.

The plan of work remained essentially as outlined in previous reports. Mr. R. P. Jameson, Instructor in Physical Training, took Mr. Edwin Fauver's place as teacher of the credit courses offered to College students, and Mr. W. W. McKay, a graduate of the College in the class of 1905 and a member of the Senior class in the Teachers' Course in Physical Training, conducted the advanced sections of mixed classes formerly taught by Mr. E. F. Adams at 3 and 4 o'clock. The elementary sections of these latter classes, together with a similar class at 9:30, were taught by undergraduate students in the Teachers' Course—Mr. F. W. Elliott, Mr. R. H. Long, and Mr. H. W. Spiers, and Mr. W. C. Clancy remained in charge of the evening (7:30) class.

Last year, for the first time, the Teachers' Course in Physical Training was opened to men, and in June its diploma was conferred on Mr. R. P. Jameson (Ph. B., 1900), Mr. Walter W. McKay (A. B., 1905), and Mr. Fred W. Elliott, of the class of 1906. Mr. R. H. Long, of the same class, who was registered in the Course, entered upon it too late to complete certain parts of it before graduation. The diploma was also conferred upon Mr. Edwin Fauver, so long connected with the department of physical training here, and who had taken, either here or elsewhere, all the prescribed work of the Teachers' Course. Of these men Mr. Fauver and Mr. McKay are studying medicine in Columbia University, where the former is also teaching in the Horace Mann School and the latter in Speyer School of Teachers' College. Mr. Jameson remains in Oberlin as Instructor in French and in Physical Training, and Mr. Elliott is director of the high school gymnasium in Jamestown, N. Y.

At their annual meeting last November the Trustees appointed Mr. C. W. Savage Associate Professor of Physical Training and Director of Athletics, in accordance with the recommendation contained in my report for 1904-05. He spent the year in study at the College of Physicians and Surgeons and Teachers College of Columbia University, and has now entered upon the duties of the new position. This action of the Trustees, while it greatly strengthens the department,



serves also to emphasize its greatest needs, as will appear further from Mr. Savage's own report. These needs are (1) the immediate completion of the north end of the Gymnasium, to furnish increased locker room (nearly two hundred men now have to share their lockers with some one else) and bathing facilities, special accommodations for home and visiting athletic teams, and added rooms for class work, games, and instruction in fencing, wrestling, and boxing; (2) the purchase of the remaining two lots of the six lying west and northwest of the Gymnasium, so that plans for an outdoor gymnasium can be carried out; and (3) the purchase of additional grounds for games and athletic sports, and the procuring of funds for the care and improvement of such grounds as are already owned by the College. Carefully planned class work on the gymnasium floor and in the yard, with corrective and disciplinary aims uppermost, is the foundation upon which a department of physical training must be built up; but it has also to see that opportunity for physical recreation and the social and moral training of the playground is furnished to the great body of students.

Respectfully submitted,

FRED EUGENE LEONARD.

# Report of the Director of Athletics

## *To the President:*

SIR—The year 1905-06 was spent by me in special preparation for my Oberlin work. This preparation consisted of special work in the College of Physicians and Surgeons of Columbia University in first and second year courses in Anatomy, Physiology, and Physiological Chemistry, and in practical and theoretical courses in Physical Education in Teachers College. The work was most interesting and profitable and the year was far too short.

While in New York I had the privilege of representing Oberlin in the New York Foot-ball Conference, held at the Murray Hill Hotel, December 28th, 1905. From that body I was chosen to represent the colleges of Ohio on the Foot-ball Rules Revision Committee. This Committee was later amalgamated with the already existing "Rules Committee" and they became the American Intercollegiate Foot-ball Rules Committee.

The work with this Committee was most interesting, and though it severely interfered with my own work I counted it a privilege to be able to help in such an important task. Although too early to pass final judgment everything seems to indicate at this writing that the new rules will prove in the main highly satisfactory.

By the Rules Committee I was also elected as one of a sub-committee of five to act as a Central Board on Officials. This Committee has accomplished much in the direction of better and more competent officiating.

As I take up the work here this year I feel that justice to the men of the institution demands that I should call your attention to the crying need for the completion of the "remaining third" of the gymnasium building, with its contemplated equipment for athletic teams, both home and visiting, additional dressing and locker rooms, baths, and a second exercising floor for the physical training work. The present bathing and locker facilities are wholly inadequate and the effectiveness in the gymnasium work itself is greatly lessened by the necessity of having two and three classes on the floor at the same time. It seems to me also that the time has come for the College to own and maintain its own playgrounds. This is the only logical conclusion to the steps already taken toward faculty control when con-

sidered in the light of our attitude toward other student interests. To this end a special fund is needed for the completion of the running tracks, the stands, and the purchase of the acreage lying between Dill Field and Athletic Park. This field has just come into the market and can be purchased for a very reasonable amount at this writing.

For the care and maintenance of such grounds and equipment a special endowment fund should be provided. The gate receipts from games are too uncertain and even now quite inadequate for our needs. The Athletic Association is at the present time struggling under a heavy debt.

Under present conditions we can scarcely provide for the men trying for the several Varsity teams. All other men are crowded out or receive of necessity scant consideration. This is the vital mistake of the present system of student maintenance. If athletic sports have any intrinsic value, and the day of doubt as to that is undoubtedly past, our aim must be to achieve the general well-being of the greatest number rather than the highest specialization of the few. I am convinced that the number of men participating regularly in out-of-door sports would be doubled under the new conditions which I have outlined above.

Respectfully submitted,

CHARLES WINFRED SAVAGE.

# Report of the Director of the Women's Gymnasium

## *To the President:*

SIR—The women in attendance at the Gymnasium were distributed as follows:

### *The College—First Semester—1905-06*

|                           | Number<br>in College | In Credit<br>Courses | In Other<br>Courses |
|---------------------------|----------------------|----------------------|---------------------|
| Graduates .....           | 7                    | 0                    | 0                   |
| Seniors .....             | 77                   | 15                   | 0                   |
| Juniors .....             | 78                   | 22                   | 4                   |
| Sophomores .....          | 90                   | 45                   | 4                   |
| Freshmen .....            | 124                  | 54                   | 0                   |
| Specials .....            | 36                   | 5                    | 6                   |
| <b>Total .....</b>        | <b>412</b>           | <b>142</b>           | <b>14</b>           |
| <i>Second Semester</i>    |                      |                      |                     |
| Graduates .....           | 5                    | 0                    | 0                   |
| Seniors .....             | 74                   | 11                   | 2                   |
| Juniors .....             | 76                   | 18                   | 2                   |
| Sophomores .....          | 91                   | 34                   | 1                   |
| Freshmen .....            | 112                  | 44                   | 0                   |
| Specials .....            | 33                   | 0                    | 0                   |
| <b>Total .....</b>        | <b>391</b>           | <b>107</b>           | <b>5</b>            |
| The Academy .....         | 149                  |                      | 104                 |
| The Conservatory .....    | 489                  |                      | 91                  |
| Drawing and Painting..... | 27                   |                      | 1                   |
| Public School .....       |                      |                      | 8                   |
| Private Pupils .....      |                      |                      | 2                   |

Number of women in College 1,082. Number attending Gymnasium, 370.

Physical examinations were given to 241 new students, and 97 second examinations were made. Of the 97 who took the second ex-

aminations, 86 report their health good; 9, not so good as the previous year.

Of this number, 8 had called a physician once, 2 twice, 10 more than three times, and 79 had not required the services of a physician throughout the year.

The plan for securing more gymnasium room, given in last year's report, by adding another story to the brick building, was decided to be inadvisable from an architectural standpoint. A second plan of building a brick addition on the south end was rejected on account of expense. The third plan to model over Rockefeller Skating Floor was adopted and carried out.

The skating floor has been a source of pleasure to both students and faculty. It was with regret that it was decided to use it for a gymnasium, but the urgent need of more room and the lack of funds for a new gymnasium made it seem advisable.

In order to adapt the building for its new purpose the roof was raised 8 feet. This gave space for a main room 95 feet long, by 50 wide, by 18 feet at the sides, and 28 feet in the center, with a visitors' gallery at the east end. The first floor contains, in addition, an instructor's office, a recitation room, a resting room and the entrance hall. On the second floor there is a dressing room with 120 lockers, and a bath room with ten spray baths. The building is heated by steam and lighted by electricity.

The cost of remodeling was \$5,724.58. Of this amount \$3,500 is to be met by money given by the trustees. The remainder is to be paid from the two-dollar gymnasium fees, which all women, as well as men, are now required to pay. After the running expenses of the new part are paid any surplus from these fees is to be applied on the debt.

During the ten years of the two years' Normal Course in Physical Training (1892-1902) all the money received from the term bills was credited to the course and all expenses were borne by the course. At the time the four years' course was begun (1901) there was a credit balance of \$887.68. If there had been any place to put it this money would have been spent for much needed apparatus. The place has now been provided and the money has been used to equip the main room.

In all there are now 500 lockers. Should there be a demand for more there is space for them.

The addition means better work, more comfort, more women attending gymnasium, and pleasant, well arranged rooms for social occasions.

Miss Lila J. Wickwire, instructor in the gymnasium for the past six years, resigned her position at the end of the year, to become Director of Physical Training (for women) at Knox College. The director recognizes and gratefully acknowledges the valuable service that Miss Wickwire rendered the department. Miss Maud A. Monroe who was elected to fill the place, is a graduate of the Teachers' Course in Physical Training, Oberlin College, class of 1903. For the past three years she has been instructor of physical training at Mount Holyoke College. Miss Frances E. Jones, of the class of 1907, has been acting as assistant for the past year. Miss Lora Fowler, who has had charge of the gymnastics in the public school taught by juniors in the Teachers' Course, has accepted the position of physical director in the Y. W. C. A. of South Bend, Indiana.

The health of the young women of the institution during the past year has been exceptionally good.

#### THE GYMNASIUM AND FIELD ASSOCIATION

There has been a steadily growing interest in the Association, and more women each year participate in outdoor sports.

A canvass of the women of the College was made last spring, in regard to the following sports, skating, tennis, basket ball, golf and horseback riding.

The following is a summary of the reports:—

|                         | No. in<br>College | Reports<br>from | No. that<br>play<br>tennis | No. that<br>skate | No. that<br>play<br>basket<br>ball | No. that<br>ride<br>horse-<br>back | No. that<br>play golf | No. that<br>do none<br>of these |
|-------------------------|-------------------|-----------------|----------------------------|-------------------|------------------------------------|------------------------------------|-----------------------|---------------------------------|
| Graduates ..            | 7                 | 0               | 0                          | 0                 | 0                                  | 0                                  | 0                     | 0                               |
| Seniors.....            | 78                | 72              | 57                         | 50                | 22                                 | 20                                 | 4                     | 9                               |
| Juniors .....           | 79                | 73              | 46                         | 43                | 14                                 | 10                                 | 3                     | 15                              |
| Sophomores ..           | 98                | 84              | 62                         | 53                | 28                                 | 21                                 | 1                     | 15                              |
| Freshmen...             | 120               | 106             | 75                         | 67                | 23                                 | 21                                 | 13                    | 19                              |
| Specials.....           | 40                | 24              | 18                         | 14                | 4                                  | 8                                  | 0                     | 4                               |
| Conservatory            | 489               | 208             | 124                        | 117               | 15                                 | 46                                 | 6                     | 49                              |
| Academy....             | 149               | 94              | 44                         | 55                | 5                                  | 19                                 | 0                     | 27                              |
| Drawing<br>and Painting | 27                | 6               | 6                          | 3                 | 0                                  | 1                                  | 0                     | 0                               |

Money received for the Recreation Field is as follows:

|  |                 |
|--|-----------------|
| From lectures given to the women of the town and college,<br>by Dr. Runyon, on "First Aid to the Injured"..... | \$110.00        |
| From concert given by the Conservatory Faculty.....  | 175.85          |
| From Mrs. Ellen Wood, of Oberlin, check for.....   | 100.00          |
| From payment on pledges.....   | 151.00          |
| Interest .....   | 76.37           |
| <b>Total .....</b>   | <b>\$613.22</b> |

Plans are being matured for the purchase of the Recreation Field and the Association hopes to be in possession before the end of the year.

#### TEACHERS' COURSE IN PHYSICAL TRAINING (FOR WOMEN)

##### *Receipts*

|                                 |                 |
|---------------------------------|-----------------|
| From term bills of Seniors..... | \$712.50        |
| Anatomy fees .....              | 24.00           |
| <b>Total receipts .....</b>     | <b>\$736.50</b> |

##### *Expenditures*

|  |                 |
|--|-----------------|
| Teaching .....                           | \$648.75        |
| Books and periodicals.....               | 20.47           |
| Apparatus .....                          | 31.10           |
| Printing, postage, express, freight..... | 15.25           |
| Music .....                              | 5.70            |
| Incidental expenses .....                | 6.40            |
| <b>Total expenditures .....</b>          | <b>\$727.67</b> |

The eighteen lectures given last year, by Mr. Fauver, on Out Door Sports were given this year by Mr. Jameson.

The number of students in the course was distributed as follows:

|                    |           |
|--------------------|-----------|
| Seniors .....      | 11        |
| Juniors .....      | 11        |
| Sophomores .....   | 18        |
| Freshmen .....     | 14        |
| <b>Total .....</b> | <b>54</b> |

**The total enrolment for the three preceding years was as follows :**

|                |              |           |
|----------------|--------------|-----------|
| <b>1902-03</b> | <b>.....</b> | <b>25</b> |
| <b>1903-04</b> | <b>.....</b> | <b>39</b> |
| <b>1904-05</b> | <b>.....</b> | <b>48</b> |

**Respectfully submitted,**

**DELPHINE HANNA.**



# Report of the Superintendent of Buildings and Grounds

## *To the President:*

SIR—Since my last report the college has sold the Laughlin residence property on East College street and the Thompson property on North Professor street.

The most important work done this year was the enlargement of the Rockefeller Skating Rink into a building for a Women's Gymnasium. Interior plans were made by Dr. Hanna and the specifications and plans for the exterior changes and details of construction were prepared by Patton and Miller of Chicago. The roof was raised ten feet, giving a wall height of eighteen feet. The trusses were strengthened and thoroughly braced. The new building contains one large room, 50 by 95 feet, a recitation room, Director's office, rest room, and closets on the first floor, and a spectator's gallery, locker room, and bath room on the second floor. This building is very well adapted to its new use. The cost of the improvement, exclusive of apparatus, lockers and bath fittings, was \$5,718.87.

By order of the State Inspector of Public Buildings, fire escapes in addition to those already erected were placed on Baldwin Cottage, Talcott Hall, Warner Hall, Council Hall, and the Straus Block. Additional fire doors were put between adjoining rooms in Baldwin Cottage, Lord Cottage, Talcott Hall, and Council Hall. The total cost of this work was \$1,105.54. The safety of the students in these buildings in case of fire is now thoroughly provided for.

In anticipation of the commencement of work on the new Library building this fall the Squire House was moved from the corner of West Lorain and North Professor streets to the lot immediately south of Stewart Hall on North Main street. The Prudential Committee having decided to use this building for college purposes the work of adapting it for the use of the Geological Department is now in progress. The changes when completed will furnish an office, recitation room, large and small laboratory, work and store room on the first floor; one large room for the Geological Museum and three recitation rooms for general college use on the second floor. The cost of moving the building was \$738.65, and the estimated cost of the changes is \$800.00.

A system of gongs, to be rung automatically at the beginning of recitation hours from a central clock, was installed during the summer in the following buildings: Sturges Hall, Women's Gymnasium, Warner Hall, Warner Gymnasium, Peters Hall, Botanical Laboratory, Severance Chemical Laboratory, Council Hall, Spear Library, Society Hall, and French Hall. The cost was \$115.46.

The land belonging to the college back of Warner Gymnasium was leveled and graded and made into tennis courts.

Several new rooms were finished in the basement of Warner Hall and a stairway leading to the basement was put into the west end of the west hall.

A new cement walk was laid in front of the Straus Block on Main street and the old stone walk relaid on its East College street side, at a total cost of \$226.45.

Several of the rented houses owned by the college have required new furnaces this year.

About \$100 was expended on the Arboretum last year in making paths and in removing underbrush and poison ivy. Fifty dollars a year for the next two years should be appropriated to make this improvement permanent.

Respectfully submitted,

C. P. DOOLITTLE.



# Statistics of Instruction and Attendance



# Statistics of Instruction and Attendance

Year of 1905-06

The schedule numbers in the following tables refer to the courses as described in the catalogue for 1904-05.

In science courses the hours of instruction spent by the teacher in laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular recitation.

## I. THE COLLEGE

| INSTRUCTOR AND COURSE                        |    | Semester   | Teaching<br>Hours<br>per week | Men | Women |
|--|----|------------|-------------------------------|-----|-------|
| <b>Anatomy</b>                               |    |            |                               |     |       |
| Professor LEONARD.                           |    |            |                               |     |       |
| Human Anatomy (credit: 3 hours) ..           | I  | 1          | 7                             | 13  |       |
| <b>Astronomy</b>                             |    |            |                               |     |       |
| Professor ST. JOHN.                          |    |            |                               |     |       |
| Assistant MALLOY.                            |    |            |                               |     |       |
| 1. General Astronomy (credit: 3 hours) ..... | I  | L 4<br>R 2 | 9                             | 15  |       |
| 2. General Astronomy (credit: 3 hours) ..... | II | L 4<br>R 2 | 8                             | 3   |       |
| <b>Bible</b>                                 |    |            |                               |     |       |
| Mr. BOHN.                                    |    |            |                               |     |       |
| 4. Old Testament Prophecy.....               | II | 2          | 12                            | 32  |       |
| Associate Professor FITCH.                   |    |            |                               |     |       |
| 7. Freshman Bible .....                      | I  | 2          | 86                            | 148 |       |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                                     | Semester | Teaching<br>Hours<br>per week | Men | Women |
|---|----------|-------------------------------|-----|-------|
| <b>Bible (Continued)</b>                                  |          |                               |     |       |
| President KING and Professor BOSWORTH.                    |          |                               |     |       |
| 9. Senior Bible .....                                     | I        | 2                             | 56  | 80    |
| 10. Senior Bible.....                                     | II       | 2                             | 57  | 77    |
| <b>Bibliography</b>                                       |          |                               |     |       |
| Professor ROOT.   |          |                               |     |       |
| 2. Use of Libraries.....                                  | II       | 2                             | 4   | 20    |
| 3. History of the Printed Book....                        | I        | 2                             | 0   | 11    |
| 4. Illustration of Books.....                             | II       | 2                             | 3   | 16    |
| <b>Botany</b>   |          |                               |     |       |
| Professor GROVER.   |          |                               |     |       |
| Assistant Miss STARR.                                     |          |                               |     |       |
| Assistant DOERING.  |          |                               |     |       |
| 1. Elementary Botany (credit: 4<br>hours) .....           | I        | L 12<br>R 2                   | 9   | 15    |
| 2. Elementary Botany (credit: 4<br>hours) .....           | II       | L 10<br>R 2                   | 10  | 7     |
| 3. Organic Evolution.....                                 | I        | R 3                           | 14  | 12    |
| 4. General Ecology (credit: 4<br>hours) .....             | II       | L 10<br>R 2<br>L 13           | 3   | 18    |
| 6. Dendrology (credit: 2 hours)..                         | II       | R 2                           | 17  | 30    |
| 7. Class. of Flowering Plants....                         | I        | L 1                           | 0   | 1     |
| 8. Class. of Flowering Plants....                         | II       | L 3                           | 0   | 2     |
| 9. Class. of Algæ.....                                    | I        | L 1                           | 0   | 1     |
| 10. Class. of Algæ.....                                   | II       | L 1                           | 1   | 0     |
| 11. Plant Anatomy .....                                   | I        | L 2                           | 0   | 2     |
| <b>Chemistry</b>  |          |                               |     |       |
| Professor JEWETT.   |          |                               |     |       |
| Instructor TAYLOR.  |          |                               |     |       |
| Assistant CHAPIN.   |          |                               |     |       |
| 1. Inorganic Chemistry (2 sec.)<br>(credit: 5 hours)..... | I        | L 60<br>R 6                   | 74  | 86    |
| 2. Qualitative Analysis (credit: 5<br>hours) .....        | II       | L 50<br>R 2                   | 61  | 14    |
| 3. Quantitative Analysis (credit:<br>5 hours) .....       | I        | L 20                          | 21  | 7     |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                            | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Chemistry (Continued)</b>                     |          |                               |     |       |
| 4. Organic Chemistry (credit: 5 hours) .....     | II       | L 5<br>R 3                    | 13  | 0     |
| 5. Electro-Chemistry (credit: 3 hours) .....     | I        | L 10<br>R 1                   | 7   | 0     |
| -. Electro-Chemistry (credit: 3 hours) .....     | II       | L 10<br>R 1                   | 6   | 0     |
| 6. Quantitative Analysis (credit: 5 hours) ..... | II       | L 10                          | 9   | 3     |
| 7. Assaying (credit: 1 hour).....                | I        | L 2                           | 4   | 0     |
| <b>Christian Evidences</b>                       |          |                               |     |       |
| Professor WRIGHT.                                |          |                               |     |       |
| Logic of Christian Evidences..                   | II       | 3                             | 11  | 4     |
| <b>Classical Archaeology</b>                     |          |                               |     |       |
| Professor MARTIN.                                |          |                               |     |       |
| 1. History of Ancient Art.....                   | I        | 2                             | 11  | 26    |
| 2. History of Ancient Art.....                   | II       | 2                             | 12  | 37    |
| 3. Explanation of Selected Monuments .....       | I        | 1                             | 11  | 28    |
| 4. Explanation of Selected Monuments .....       | II       | 1                             | 12  | 37    |
| Professor COLE.                                  |          |                               |     |       |
| 10. Monuments of Ancient Rome..                  | II       | 2                             | 1   | 18    |
| 12. Private Life of the Romans....               | II       | 2                             | 7   | 29    |
| <b>Economics and Sociology</b>                   |          |                               |     |       |
| Associate Professor WOLFE.                       |          |                               |     |       |
| 1. Elementary Economics.....                     | I        | 5                             | 27  | 8     |
| 2. Elementary Economics.....                     | II       | 3                             | 13  | 0     |
| 5. Economic History of U. S.....                 | I        | 2                             | 20  | 16    |
| 6. Modern Industrial Organization                | II       | 3                             | 40  | 11    |
| 12. Socialism and Social Reform..                | II       | 3                             | 17  | 16    |
| 13. Sociology .....                              | I        | 3                             | 25  | 18    |
| 15. Economic Seminar.....                        | I        | 2                             | 8   | 0     |
| 16. Economic Seminar.....                        | II       | 2                             | 8   | 0     |



## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE  | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>English Composition</b>                                   |          |                               |     |       |
| <b>Instructor HUSTON.</b>                                    |          |                               |     |       |
| 1. Freshman Composition (5 sec.)..                           | I        | 10                            | 98  | 140   |
| 2. Freshman Composition (5 sec.)..                           | II       | 10                            | 98  | 131   |
| 7. Principles of Style.....                                  | I        | 1                             | 5   | 2     |
| 8. Course for Teachers.....                                  | II       | 1                             | 1   | 28    |
| <b>Instructor PENNOCK.</b>                                   |          |                               |     |       |
| 3. Sophomore Composition (4 sec.)                            | I        | 8                             | 66  | 107   |
| 4. Sophomore Composition (4 sec.)                            | II       | 8                             | 67  | 104   |
| 5. Advanced Composition.....                                 | I        | 1                             | 10  | 12    |
| 6. Advanced Composition.....                                 | II       | 1                             | 6   | 7     |
| <b>English Literature</b>                                    |          |                               |     |       |
| <b>Instructor HUSTON.</b>                                    |          |                               |     |       |
| 1. History of English Literature..                           | I        | 2                             | 16  | 38    |
| 2. History of English Literature..                           | II       | 2                             | 21  | 40    |
| <b>Instructor PENNOCK.</b>                                   |          |                               |     |       |
| 1. History of English Literature<br>(2 sec.).....            | I        | 4                             | 12  | 57    |
| 2. History of English Literature<br>(2 sec.).....            | II       | 4                             | 19  | 60    |
| <b>Professor WAGER.</b>                                      |          |                               |     |       |
| 5. Chaucer and Literature of 14th<br>and 15th Centuries..... | I        | 3                             | 2   | 8     |
| 6. Chaucer and Literature of 14th<br>and 15th Centuries..... | II       | 3                             | 2   | 6     |
| 9. Shakespeare .....   | I        | 3                             | 27  | 55    |
| 10. Shakespeare .....  | II       | 3                             | 21  | 52    |
| 11. Seminar in Elizabethan Lyric..                           | I        | 2                             | 3   | 9     |
| 12. Seminar in Elizabethan Lyric..                           | II       | 2                             | 3   | 7     |
| 13. Victorian Prose.....                                     | I        | 3                             | 18  | 35    |
| 14. Victorian Poetry.....                                    | II       | 3                             | 20  | 80    |
| 17. History of English Language..                            | I        | 2                             | 4   | 7     |
| 18. History of English Language..                            | II       | 2                             | 3   | 5     |
| <b>French</b>  |          |                               |     |       |
| <b>Professor WIGHTMAN.</b>                                   |          |                               |     |       |
| 1. Beginning French.....                                     | I        | 4                             | 11  | 18    |
| 2. Beginning French.....                                     | II       | 4                             | 7   | 11    |

**STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)**

| INSTRUCTOR AND COURSE | Semester | Teaching<br>Hours<br>per week | Men | Women |
|-----------------------|----------|-------------------------------|-----|-------|
|-----------------------|----------|-------------------------------|-----|-------|

**French (Continued)**

|                                    |    |   |   |    |
|------------------------------------|----|---|---|----|
| 3. Grammar and Reading.....        | I  | 3 | 7 | 12 |
| 4. Grammar and Reading.....        | II | 3 | 6 | 8  |
| 11. Prose of 17th and 18th Century | I  | 3 | 4 | 11 |
| 12. Prose of 18th and 19th Century | II | 3 | 3 | 13 |
| 19. History of French Literature.. | I  | 2 | 4 | 4  |
| 20. History of French Literature.. | II | 2 | 2 | 3  |

**Associate Professor COWDERY.**

|  |    |   |    |    |
|--|----|---|----|----|
| 1. Beginning French (2 sec.).....        | I  | 8 | 29 | 37 |
| 2. Beginning French (2 sec.).....        | II | 8 | 26 | 35 |
| 3. Grammar and Reading.....              | I  | 3 | 9  | 30 |
| 4. Grammar and Reading.....              | II | 3 | 5  | 27 |
| 5. Composition .....                     | I  | 1 | 6  | 14 |
| 6. Composition .....                     | II | 1 | 2  | 19 |
| 7. Conversation .....                    | I  | 2 | 3  | 13 |
| 8. Conversation .....                    | II | 2 | 2  | 10 |
| 13. Drama of 17th Century.....           | I  | 2 | 6  | 6  |
| 14. Drama of 18th and 19th Century ..... | II | 2 | 4  | 4  |
| 17. Advanced Composition.....            | I  | 1 | 1  | 3  |
| 18. Advanced Composition.....            | II | 1 | 3  | 5  |

**Instructor JAMESON.**

|                          |    |   |    |    |
|--------------------------|----|---|----|----|
| 1. Beginning French..... | I  | 4 | 10 | 21 |
| 2. Beginning French..... | II | 4 | 11 | 26 |
| 5. Composition .....     | I  | 1 | 3  | 11 |
| 6. Composition .....     | II | 1 | 1  | 5  |

**Geology**

**Instructor BRANSON.**

|   |    |            |   |   |
|---|----|------------|---|---|
| 1. General Geology (credit: 5 hours) .....  | I  | L 1<br>R 5 | 8 | 5 |
| 4. Paleontology (credit: 2 hours).          | II | L 2<br>R 2 | 3 | 0 |
| 8. Economic Geology (credit: 3 hours) ..... | II | L 2<br>R 3 | 7 | 0 |

**Professor WRIGHT.**

|   |    |     |    |   |
|---|----|-----|----|---|
| 6. Quaternary Geology (credit: 3 hours) ..... | II | R 3 | 12 | 5 |
|---|----|-----|----|---|

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                         | Semester | Teaching<br>Hours<br>per week | Men | Women |
|---|----------|-------------------------------|-----|-------|
| <b>German</b>                                 |          |                               |     |       |
| <b>Professor ABBOTT.</b>                      |          |                               |     |       |
| 1. Beginning German.....                      | I        | 4                             | 8   | 14    |
| 2. Beginning German.....                      | II       | 4                             | 7   | 14    |
| 5. Third Year (2 sec.).....                   | I        | 8                             | 16  | 45    |
| 6. Third Year (2 sec.).....                   | II       | 8                             | 11  | 35    |
| 9. Rapid Reading.....                         | I        | 2                             | 5   | 10    |
| 10. Rapid Reading .....                       | II       | 2                             | 9   | 8     |
| <b>Instructor MYERS.</b>                      |          |                               |     |       |
| 1. Beginning German (2 sec.)....              | I        | 8                             | 16  | 24    |
| 2. Beginning German (2 sec.)....              | II       | 8                             | 16  | 22    |
| 3. Second Year (2 sec.).....                  | I        | 8                             | 17  | 23    |
| 4. Second Year (2 sec.).....                  | II       | 8                             | 21  | 20    |
| <b>Instructor HAGENS.</b>                     |          |                               |     |       |
| 3. Second Year (2 sec.).....                  | I        | 8                             | 24  | 35    |
| 4. Second Year (2 sec.).....                  | II       | 8                             | 17  | 25    |
| 13. Goethe and Schiller.....                  | I        | 3                             | 0   | 16    |
| 14. Goethe's Faust.....                       | II       | 3                             | 0   | 14    |
| 15. History of German Literature..            | I        | 3                             | 1   | 4     |
| 16. History of German Literature..            | II       | 3                             | 2   | 3     |
| <b>Greek</b>                                  |          |                               |     |       |
| <b>Instructor LORD.</b>                       |          |                               |     |       |
| 1. Beginning Greek (credit: 5<br>hours) ..... | I        | 4                             | 8   | 12    |
| 2. Beginning Greek (credit: 5<br>hours) ..... | II       | 4                             | 7   | 11    |
| <b>Professor MARTIN.</b>                      |          |                               |     |       |
| 3. Freshman Greek.....                        | I        | 4                             | 13  | 11    |
| 4. Freshman Greek.....                        | II       | 4                             | 11  | 12    |
| 5. Homer, The Illad.....                      | I        | 2                             | 1   | 2     |
| 6. Homer, The Illad.....                      | II       | 2                             | 2   | 2     |
| 15. Greek Tragedy.....                        | I        | 3                             | 4   | 6     |
| 15. Greek Tragedy.....                        | II       | 3                             | 2   | 6     |
| <b>History</b>                                |          |                               |     |       |
| <b>Professor JOHNSTON.</b>                    |          |                               |     |       |
| 1. History of Spain.....                      | I        | 2                             | 5   | 41    |
| 2. History of Italy.....                      | II       | 2                             | 20  | 58    |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE             | Semester | Teaching<br>Hours<br>per week | Men | Women |
|-----------------------------------|----------|-------------------------------|-----|-------|
| <b>History (Continued)</b>        |          |                               |     |       |
| 3. Mediæval History.....          | I        | 5                             | 32  | 21    |
| 4. History of Civilization.....   | II       | 5                             | 29  | 18    |
| 5. Renaissance Painting.....      | I        | 3                             | 11  | 19    |
| 6. Middle Age Architecture.....   | II       | 2                             | 14  | 21    |
| Professor MILLER.                 |          |                               |     |       |
| 7. History of Greece.....         | I        | 2                             | 11  | 12    |
| 8. History of Greece.....         | II       | 2                             | 14  | 8     |
| <b>Italian</b>                    |          |                               |     |       |
| Professor WIGHTMAN.               |          |                               |     |       |
| 1. Italian .....                  | I        | 4                             | 2   | 9     |
| 2. Italian .....                  | II       | 4                             | 1   | 6     |
| <b>Latin</b>                      |          |                               |     |       |
| Professor COLE.                   |          |                               |     |       |
| 1. Freshman Latin.....            | I        | 4                             | 12  | 15    |
| 2. Freshman Latin.....            | II       | 4                             | 11  | 18    |
| 3. Tacitus .....                  | I        | 3                             | 2   | 28    |
| 4. Horace and Terence.....        | II       | 3                             | 2   | 27    |
| 9. Latin Writing .....            | I        | 1                             | 5   | 47    |
| 10. Latin Writing .....           | II       | 1                             | 4   | 37    |
| 11. Cicero (2 Sec.).....          | I        | 4                             | 11  | 34    |
| 12. Cicero (2 sec.).....          | II       | 4                             | 11  | 40    |
| 17. Juvenal and Martial.....      | I        | 3                             | 1   | 4     |
| 18. Martial and Tacitus.....      | II       | 3                             | 1   | 4     |
| Instructor LORD.                  |          |                               |     |       |
| 1. Freshman Latin (3 sec.).....   | I        | 12                            | 14  | 57    |
| 2. Freshman Latin (3 sec.).....   | II       | 12                            | 14  | 57    |
| <b>Mathematics</b>                |          |                               |     |       |
| Professor ANDEREGG.               |          |                               |     |       |
| 1. Freshman Mathematics.....      | I        | 3                             | 23  | 30    |
| 2. Freshman Mathematics.....      | II       | 3                             | 13  | 17    |
| 9. Advanced Analytic Geometry..   | I        | 2                             | 18  | 9     |
| 10. Advanced Analytic Geometry... | II       | 2                             | 11  | 5     |
| 11. Calculus .....                | I        | 3                             | 21  | 10    |
| 12. Calculus .....                | II       | 3                             | 14  | 9     |
| 13. Advanced Calculus.....        | I        | 3                             | 6   | 2     |
| 14. Advanced Calculus.....        | II       | 3                             | 2   | 2     |
| 15. Advanced Algebra.....         | I        | 2                             | 2   | 1     |
| 16. Advanced Algebra.....         | II       | 2                             | 2   | 1     |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                                    |    | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----|----------|-------------------------------|-----|-------|
| <b>Mathematics (Continued)</b>                           |    |          |                               |     |       |
| Instructor ARMSTRONG.                                    |    |          |                               |     |       |
| 1. Freshman Mathematics (3 sec.).                        | I  |          | 9                             | 33  | 47    |
| 2. Freshman Mathematics (3 sec.).                        | II |          | 9                             | 28  | 26    |
| 5. Mechanical Drawing (credit: 2 hours) .....            | I  | L 6      |                               |     |       |
| 6. Mechanical Drawing (credit: 2 hours) .....            | II | R 0      |                               | 13  | 3     |
|  |    | L 5      |                               |     |       |
|  |    | R 1      |                               | 14  | 2     |
| 7. College Algebra.....                                  | I  |          | 3                             | 5   | 2     |
| 8. College Algebra.....                                  | II |          | 3                             | 2   | 2     |
| Instructor LUCKEY.                                       |    |          |                               |     |       |
| 1. Freshman Mathematics (2 sec.).                        | I  |          | 6                             | 35  | 42    |
| 2. Freshman Mathematics (2 sec.).                        | II |          | 6                             | 30  | 48    |
| Tutor HILL.  |    |          |                               |     |       |
| 1. Freshman Mathematics.....                             | I  |          | 3                             | 8   | 6     |
| 2. Freshman Mathematics.....                             | II |          | 3                             | 5   | 9     |
| <b>Mineralogy</b>  |    |          |                               |     |       |
| Professor JEWETT.  |    |          |                               |     |       |
|  |    | L 5      |                               |     |       |
| Mineralogy (credit: 5 hours)...                          | II | R 3      |                               | 16  | 0     |
| <b>Musical History</b>                                   |    |          |                               |     |       |
| Professor DICKINSON.                                     |    |          |                               |     |       |
| 3. History and Criticism of Music (credit: 3 hours)..... | I  |          | 4                             | 0   | 12    |
| 4. History and Criticism of Music (credit: 3 hours)..... | II |          | 8                             | 2   | 10    |
| 5. Modern Composers .....                                | I  |          | 3                             | 0   | 12    |
| 6. Modern Composers.....                                 | II |          | 3                             | 5   | 34    |
| <b>Oratory</b>   |    |          |                               |     |       |
| Professor CASKEY.  |    |          |                               |     |       |
| 1. Oratory (2 sec.) .....                                | I  |          | 6                             | 26  | 16    |
| 2. Oratory (2 sec.) .....                                | I  |          | 6                             | 26  | 16    |
| 3. Argumentation and Debate.....                         | I  |          | 2                             | 22  | 0     |
| 4. Argumentation and Debate.....                         | II |          | 2                             | 14  | 0     |
| 6. Dramatic Reading.....                                 | II |          | 2                             | 8   | 19    |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                              | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Pedagogy</b>                                    |          |                               |     |       |
| <b>Professor MILLER.</b>                           |          |                               |     |       |
| 1. History of Education.....                       | I        | 3                             | 6   | 28    |
| 2. Theory of Education.....                        | II       | 3                             | 7   | 39    |
| 3. Comparative School Systems...                   | I        | 2                             | 1   | 9     |
| 4. Organization and Administration of Schools..... | II       | 2                             | 3   | 14    |
| <b>Philosophy</b>                                  |          |                               |     |       |
| <b>Professor MACLENNAN.</b>                        |          |                               |     |       |
| 1. Logic .....                                     | I        | 2                             | 13  | 4     |
| 2. Ethics .....                                    | II       | 2                             | 41  | 72    |
| 3. Psychology .....                                | I        | 3                             | 68  | 84    |
| 4. History of Philosophy.....                      | II       | 3                             | 41  | 55    |
| 5. Experimental Psychology (credit: 2 hours).....  | I        | L 8<br>R 0                    | 4   | 6     |
| 6. Experimental Psychology (credit: 2 hours).....  | II       | L 8<br>R 0                    | 3   | 5     |
| 11. Masterpieces of Philosophy....                 | I        | 3                             | 7   | 15    |
| 12. Masterpieces of Philosophy....                 | II       | 3                             | 4   | 13    |
| 13. Metaphysic .....                               | I        | 2                             | 4   | 2     |
| 14. Metaphysic .....                               | II       | 2                             | 2   | 1     |
| <b>President KING.</b>                             |          |                               |     |       |
| 9. Microcosmus .....                               | I        | 5                             | 14  | 14    |
| 10. Microcosmus .....                              | II       | 5                             | 7   | 12    |
| <b>Physical Training</b>                           |          |                               |     |       |
| <b>Dr. HANNA and Miss WICKWIRE.</b>                |          |                               |     |       |
| 1. Elementary (women) (2 sec.)..                   | I        | L 6                           | 0   | 74    |
| 2. Elementary (women) (2 sec.)..                   | II       | L 6                           | 0   | 67    |
| <b>Instructor Miss WICKWIRE.</b>                   |          |                               |     |       |
| 3. Advanced (women) (2 sec.)....                   | I        | L 6                           | 0   | 48    |
| 4. Advanced (women) (2 sec.)....                   | II       | L 6                           | 0   | 44    |
| <b>Instructor JAMESON.</b>                         |          |                               |     |       |
| 1. Elementary (men) (2 sec.)....                   | I        | L 6                           | 88  | 0     |
| 2. Elementary (men) (2 sec.)....                   | II       | L 6                           | 68  | 0     |
| 3. Advanced (men).....                             | I        | L 3                           | 36  | 0     |
| 4. Advanced (men).....                             | II       | L 3                           | 27  | 0     |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE  | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Physics</b>   |          |                               |     |       |
| Professor ST. JOHN.  |          |                               |     |       |
| Instructor LUCKEY.   |          |                               |     |       |
| 1. Mechanics, Sound and Heat<br>(credit: 5 hours).....           | I        | L 18<br>R 3                   | 30  | 9     |
| 2. Electricity, Magnetism and<br>Light (credit: 5 hours)....     | II       | L 18<br>R 3                   | 25  | 10    |
| 3. Electricity and Magnetism (Ad-<br>vanced) (credit: 4 hours).. | I        | L 12<br>R 2                   | 7   | 2     |
| 4. Electricity and Magnetism (Ad-<br>vanced) (credit: 4 hours).. | II       | L 12<br>R 2                   | 6   | 2     |
| 5. Light and Heat (Advanced)<br>(credit: 4 hours).....           | I        | L 6<br>R 2                    | 3   | 1     |
| 6. Light and Heat (Advanced)<br>(credit: 4 hours).....           | II       | L 6<br>R 2                    | 1   | 1     |
| 7. Theory of Electricity and Mag-<br>netism .....                | I        | 3                             | 1   | 2     |
| 8. Theory of Electricity and Mag-<br>netism .....                | II       | 3                             | 1   | 2     |
| <b>Physiology</b>  |          |                               |     |       |
| Professor LEONARD.   |          |                               |     |       |
| Physiology and Hygiene... ..                                     | II       | 5                             | 14  | 36    |
| <b>Political Science</b>   |          |                               |     |       |
| Associate Professor WOLFE.                                       |          |                               |     |       |
| 6. International Law .....                                       | II       | 2                             | 30  | 3     |
| <b>Zoology</b>   |          |                               |     |       |
| Associate Professor JONES.                                       |          |                               |     |       |
| 1. Elementary (credit: 4 hours)...                               | I        | L 18<br>R 3                   | 32  | 31    |
| 2. Elementary (credit: 4 hours)..                                | II       | L 10<br>R 3                   | 22  | 25    |
| 3. Comparative Anatomy of Ver-<br>tebrates (credit: 5 hours)..   | I        | L 15<br>R 2                   | 6   | 1     |
| 4. Vertebrate Histology (credit: 5<br>hours) .....               | II       | L 18<br>R 2                   | 4   | 0     |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE  | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Zoology (Continued)</b>                                   |          |                               |     |       |
| 6. Ornithology (credit: 2 hours) ..                          | II       | L 14<br>R 2                   | 19  | 38    |
| 7. Ornithology 2 (credit: 2 hours) ..                        | I        | L 3<br>R 2                    | 1   | 2     |
| 9. Embryology (credit: 5 hours) ..                           | I        | L 2                           | 0   | 1     |
| <b>Teachers' Course in Physical Training</b>                 |          |                               |     |       |
| <b>Professor LEONARD.</b>                                    |          |                               |     |       |
| Fencing .....  | I        | L 1                           | 0   | 21    |
| Fencing .....  | I        | L 1                           | 7   | 0     |
| Theory of Physical Training .....                            | I        | R 3                           | 4   | 12    |
| History of Physical Training .....                           | I        | R 2                           | 3   | 12    |
| History of Physical Training .....                           | II       | R 2                           | 3   | 13    |
| Physical Examination and Prescrip-<br>tion of Exercise ..... | II       | R 1                           | 6   | 0     |
| Practical Gymnastics .....                                   | II       | L 2                           | 0   | 21    |
| <b>Professor HANNA.</b>                                      |          |                               |     |       |
| Applied Anatomy .....  | I        | R 1                           | 0   | 8     |
| Physical Examination and Diagnosis                           | I        | R 2                           | 0   | 9     |
| Medical Gymnastics (1) .....                                 | II       | R 1                           | 0   | 11    |
| Medical Gymnastics (2) .....                                 | II       | R 3                           | 0   | 12    |
| <b>Instructor Dr. RUNYON.</b>                                |          |                               |     |       |
| Emergencies .....  | I        | R 1                           | 0   | 9     |
| Human Anatomy .....  | II       | R 1                           | 0   | 12    |
| <b>Instructor JAMESON.</b>                                   |          |                               |     |       |
| Physical Training (Special) .....                            | I        | L 2                           | 4   | 0     |
| Physical Training (Special) .....                            | II       | L 3                           | 9   | 0     |
| Theory of Games .....  | II       | L 2                           | 5   | 0     |
| Theory of Play and Games .....                               | II       | L 1                           | 0   | 22    |
| <b>Instructor Miss WICKWIRE.</b>                             |          |                               |     |       |
| Theory of Play and Games .....                               | II       | L 1                           | 0   | 22    |
| Practical Work and Teaching .....                            | I        | L 5                           | 0   | 11    |
| <b>Assistant Miss FOWLER.</b>                                |          |                               |     |       |
| Practical Work and Teaching .....                            | I        | L 5                           | 0   | 6     |
| Practical Work and Teaching .....                            | II       | L 5                           | 0   | 5     |
| <b>Assistant Miss JONES.</b>                                 |          |                               |     |       |
| Practical Work and Teaching .....                            | I        | L 5                           | 0   | 5     |
| Practical Work and Teaching .....                            | II       | L 5                           | 0   | 6     |



## II. THE THEOLOGICAL SEMINARY

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE                    | Semester | Teaching<br>Hours<br>per week | Men | Women |
|--|----------|-------------------------------|-----|-------|
| <b>Old Testament</b>                     |          |                               |     |       |
| Professor FULLERTON.                     |          |                               |     |       |
| History of Israel III.....               | I        | 3                             | 32  | 1     |
| Hebrew a .....                           | I        | 5                             | 2   | 0     |
| Hebrew d .....                           | I        | 2                             | 7   | 0     |
| Hebrew e .....                           | II       | 2                             | 7   | 0     |
| General Introduction—Old Testament       | II       | 3                             | 38  | 0     |
| Beginning Hebrew .....                   | I        | 5                             | 0   | 0     |
| Beginning Hebrew .....                   | II       | 5                             | 2   | 0     |
| <b>New Testament</b>                     |          |                               |     |       |
| Professor BOSWORTH.                      |          |                               |     |       |
| Special Introduction II.....             | I        | 2                             | 33  | 1     |
| New Testament a.....                     | I        | 5                             | 11  | 0     |
| New Testament a.....                     | II       | 5                             | 12  | 0     |
| New Testament b.....                     | II       | 2                             | 20  | 1     |
| New Testament c.....                     | I        | 3                             | 17  | 0     |
| Teachings of Jesus.....                  | II       | 3                             | 31  | 2     |
| <b>Theology</b>                          |          |                               |     |       |
| President KING.                          |          |                               |     |       |
| Systematic .....                         | I        | 5                             | 23  | 0     |
| Systematic .....                         | I        | 5                             | 23  | 0     |
| <b>Harmony of Science and Revelation</b> |          |                               |     |       |
| Professor WRIGHT.                        |          |                               |     |       |
| Apologetics .....                        | II       | 3                             | 3   | 0     |
| Origin and Antiquity of Human Race       | II       | 2                             | 14  | 0     |

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE         | Semester | Teaching<br>Hours<br>per week | Men | Women |
|-------------------------------|----------|-------------------------------|-----|-------|
| <b>Homiletics</b>             |          |                               |     |       |
| <b>Professor CURRIER.</b>     |          |                               |     |       |
| Theol. Encyclopedia.....      | I        | 2                             | 3   | 0     |
| Homiletics a .....            | I        | 3                             | 13  | 0     |
| Homiletics b .....            | II       | 2                             | 12  | 0     |
| Sermon Plan Construction..... | I        | 1                             | 14  | 0     |
| Sermon Plan Construction..... | II       | 1                             | 9   | 0     |
| Preaching Exercises .....     | I        | 1½                            | 45  | 0     |
| Preaching Exercises .....     | II       | ½                             | 44  | 0     |
| Practical Theology a.....     | I        | 3                             | 24  | 0     |
| Practical Theology b.....     | II       | 2                             | 4   | 0     |
| Missions .....                | I        | 2                             | 11  | 0     |
| Social Problems.....          | II       | 1½                            | 12  | 0     |
| Sermon Criticism.....         | II       | 2½                            | 18  | 0     |
| <b>Oratory</b>                |          |                               |     |       |
| <b>Professor CASKEY.</b>      |          |                               |     |       |
| Elocution a .....             | II       | 3                             | 10  | 0     |
| Elocution b .....             | I        | 3                             | 7   | 0     |
| <b>Slavic Department</b>      |          |                               |     |       |
| <b>Professor MISKOVSKY.</b>   |          |                               |     |       |
| New Testament Greek.....      | I        | 5                             | 1   | 0     |
| New Testament Greek.....      | II       | 5                             | 1   | 0     |
| Apologetics .....             | I        | 4                             | 1   | 0     |
| Logic .....                   | I        | 3                             | 1   | 0     |
| Ethics .....                  | II       | 4                             | 1   | 0     |
| Psychology .....              | II       | 3                             | 1   | 0     |
| Psychology .....              | II       | 5                             | 1   | 0     |
| History .....                 | I        | 3                             | 1   | 0     |
| General History .....         | II       | 4                             | 1   | 0     |
| Bohemian .....                | I        | 5                             | 1   | 0     |
| Bohemian Syntax .....         | II       | 3                             | 1   | 0     |
| English Literature .....      | II       | 1                             | 1   | 0     |
| English Grammar .....         | II       | 5                             | 1   | 0     |

## III. THE ACADEMY

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE              | Term   | Teaching<br>Hours<br>per week | Men | Women |
|------------------------------------|--------|-------------------------------|-----|-------|
| <b>Bible</b>                       |        |                               |     |       |
| <b>Professor PECK.</b>             |        |                               |     |       |
| Senior .....                       | Fall   | 1                             | 39  | 20    |
| Senior .....                       | Winter | 1                             | 38  | 23    |
| Senior .....                       | Spring | 1                             | 39  | 22    |
| <b>Tutor ELLIS.</b>                |        |                               |     |       |
| Middle .....                       | Fall   | 1                             | 31  | 29    |
| Middle .....                       | Winter | 1                             | 39  | 28    |
| Middle .....                       | Spring | 1                             | 29  | 26    |
| <b>Associate Professor SHAW.</b>   |        |                               |     |       |
| Junior Middle .....                | Fall   | 1                             | 39  | 23    |
| Junior Middle .....                | Winter | 1                             | 38  | 22    |
| Junior Middle .....                | Spring | 1                             | 33  | 21    |
| <b>Tutor DICK.</b>                 |        |                               |     |       |
| Junior .....                       | Fall   | 1                             | 19  | 12    |
| Junior .....                       | Winter | 1                             | 19  | 12    |
| Junior .....                       | Spring | 1                             | 16  | 9     |
| <b>Instructor Miss SMITH.</b>      |        |                               |     |       |
| Irregular .....                    | Fall   | 1                             | 13  | 12    |
| Irregular .....                    | Winter | 1                             | 16  | 15    |
| Irregular .....                    | Spring | 1                             | 9   | 11    |
| <b>Botany</b>                      |        |                               |     |       |
| <b>Tutor SACKETT.</b>              |        |                               |     |       |
| Beginning (credit: 4 hours) .....  | Fall   | L 7                           | 6   | 4     |
|                                    |        | R 1                           |     |       |
| Beginning (credit: 4 hours) .....  | Winter | L 7                           | 8   | 6     |
|                                    |        | R 1                           |     |       |
| Beginning (credit: 4 hours) .....  | Spring | L 7                           | 6   | 6     |
|                                    |        | R 1                           |     |       |
| Dendrology (credit: 2 hours) ..... | Spring | L 3                           | 11  | 12    |
|                                    |        | R 1                           |     |       |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE             | Term   | Teaching<br>Hours<br>per week | Men | Women |
|-----------------------------------|--------|-------------------------------|-----|-------|
| <b>Declamation</b>                |        |                               |     |       |
| <b>Instructor ELLIS.</b>          |        |                               |     |       |
| Declamation .....                 | Fall   | 2                             | 6   | 4     |
| Declamation .....                 | Winter | 1                             | 14  | 7     |
| Declamation .....                 | Spring | 1                             | 9   | 9     |
| Declamation .....                 | Fall   | 1                             | 11  | 7     |
| Declamation .....                 | Winter | 1                             | 11  | 6     |
| Declamation .....                 | Spring | 1                             | 6   | 6     |
| <b>English</b>                    |        |                               |     |       |
| <b>Instructor Miss THOMPSON.</b>  |        |                               |     |       |
| English I (2 sec.) .....          | Fall   | 10                            | 19  | 20    |
| English II (2 sec.) .....         | Winter | 10                            | 18  | 17    |
| English III (2 sec.) .....        | Spring | 10                            | 15  | 11    |
| English Grammar .....             | Fall   | 5                             | 7   | 10    |
| English Grammar .....             | Winter | 5                             | 5   | 6     |
| English Grammar .....             | Spring | 5                             | 7   | 5     |
| <b>Instructor Miss BROWNBACK.</b> |        |                               |     |       |
| English IV a (2 sec.) .....       | Fall   | 6                             | 38  | 24    |
| English V a (2 sec.) .....        | Winter | 6                             | 35  | 19    |
| English VI a (2 sec.) .....       | Spring | 6                             | 28  | 21    |
| English VII (3 sec.) .....        | Fall   | 6                             | 27  | 45    |
| English VIII (3 sec.) .....       | Winter | 6                             | 37  | 44    |
| English IX (3 sec.) .....         | Spring | 6                             | 35  | 39    |
| English X (2 sec.) .....          | Fall   | 4                             | 21  | 24    |
| English XI (2 sec.) .....         | Winter | 4                             | 21  | 27    |
| English XII (2 sec.) .....        | Spring | 4                             | 19  | 23    |
| <b>Instructor Mrs. FARGO.</b>     |        |                               |     |       |
| English IV a .....                | Fall   | 3                             | 17  | 11    |
| English V a .....                 | Winter | 3                             | 14  | 18    |
| English VI a .....                | Spring | 3                             | 14  | 14    |
| English IV b .....                | Fall   | 2                             | 20  | 8     |
| English V b .....                 | Winter | 2                             | 14  | 20    |
| English VI b .....                | Spring | 2                             | 18  | 10    |
| <b>Tutor DICK.</b>                |        |                               |     |       |
| English IV b (2 sec.) .....       | Fall   | 4                             | 33  | 21    |
| English V b (2 sec.) .....        | Winter | 4                             | 31  | 22    |
| English VI b (2 sec.) .....       | Spring | 4                             | 26  | 21    |
| English XIII .....                | Fall   | 3                             | 22  | 14    |
| English XIV .....                 | Winter | 3                             | 8   | 4     |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE             | Term   | Teaching<br>Hours<br>per week | Men | Women |
|-----------------------------------|--------|-------------------------------|-----|-------|
| <b>English (Continued)</b>        |        |                               |     |       |
| English XV.....                   | Spring | 3                             | 3   | 2     |
| English XIX ( 2 sec.).....        | Fall   | 4                             | 17  | 7     |
| English Composition (2 sec.)..... | Winter | 4                             | 40  | 24    |
| <b>Tutor ELLIS.</b>               |        |                               |     |       |
| English XVI.....                  | Fall   | 5                             | 1   | 30    |
| English XVII.....                 | Winter | 5                             | 2   | 28    |
| English XVIII.....                | Spring | 5                             | 7   | 27    |
| <b>French</b>                     |        |                               |     |       |
| <b>Tutor Mrs. COWDERY.</b>        |        |                               |     |       |
| French I (2 sec.).....            | Fall   | 10                            | 7   | 23    |
| French I.....                     | Winter | 5                             | 7   | 10    |
| French II (2 sec.).....           | Winter | 10                            | 5   | 17    |
| French II.....                    | Spring | 5                             | 5   | 6     |
| French III (2 sec.).....          | Spring | 10                            | 6   | 15    |
| French IV.....                    | Fall   | 5                             | 8   | 10    |
| French V.....                     | Winter | 5                             | 6   | 9     |
| French VI.....                    | Spring | 5                             | 6   | 7     |
| <b>German</b>                     |        |                               |     |       |
| <b>Tutor Miss McDANIELS.</b>      |        |                               |     |       |
| German I (3 sec.).....            | Fall   | 15                            | 33  | 36    |
| German II (3 sec.).....           | Winter | 15                            | 26  | 24    |
| German III ( 3 sec.).....         | Spring | 15                            | 22  | 15    |
| German IV.....                    | Fall   | 5                             | 8   | 6     |
| German V.....                     | Winter | 5                             | 8   | 5     |
| German VI.....                    | Spring | 5                             | 8   | 6     |
| <b>Instructor MYERS.</b>          |        |                               |     |       |
| German V.....                     | Winter | 5                             | 4   | 10    |
| German VI.....                    | Spring | 5                             | 4   | 10    |
| <b>Miss PENFIELD.</b>             |        |                               |     |       |
| German I.....                     | Winter | 5                             | 7   | 11    |
| <b>Greek</b>                      |        |                               |     |       |
| <b>Professor PECK.</b>            |        |                               |     |       |
| Greek I .....                     | Fall   | 5                             | 11  | 0     |
| Greek II .....                    | Winter | 5                             | 10  | 0     |
| Greek III .....                   | Spring | 5                             | 11  | 0     |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE               | Term   | Teaching<br>Hours<br>per week | Men | Women |
|-------------------------------------|--------|-------------------------------|-----|-------|
| <b>Greek (Continued)</b>            |        |                               |     |       |
| Greek IV .....                      | Fall   | 5                             | 11  | 3     |
| Greek V .....                       | Winter | 5                             | 11  | 3     |
| Greek VI .....                      | Spring | 5                             | 10  | 2     |
| <b>History</b>                      |        |                               |     |       |
| <b>Tutor WICKLER.</b>               |        |                               |     |       |
| History I .....                     | Fall   | 4                             | 20  | 17    |
| History II .....                    | Winter | 4                             | 23  | 17    |
| History III .....                   | Spring | 4                             | 19  | 14    |
| History IV .....                    | Fall   | 4                             | 15  | 16    |
| History V .....                     | Winter | 4                             | 19  | 23    |
| History VI .....                    | Spring | 4                             | 19  | 21    |
| History VII .....                   | Fall   | 4                             | 13  | 2     |
| History VIII .....                  | Winter | 4                             | 18  | 6     |
| History IX .....                    | Spring | 4                             | 17  | 7     |
| <b>Latin</b>                        |        |                               |     |       |
| <b>Associate Professor HOSFORD.</b> |        |                               |     |       |
| Latin I (2 sec.) .....              | Fall   | 12                            | 35  | 21    |
| Latin II (2 sec.) .....             | Winter | 12                            | 31  | 17    |
| Latin III (2 sec.) .....            | Spring | 10                            | 24  | 16    |
| Latin X (2 sec.) .....              | Fall   | 8                             | 20  | 19    |
| Latin XI (2 sec.) .....             | Winter | 8                             | 17  | 19    |
| Latin XII (2 sec.) .....            | Spring | 8                             | 14  | 17    |
| <b>Instructor Miss SMITH.</b>       |        |                               |     |       |
| Latin I .....                       | Winter | 6                             | 13  | 3     |
| Sub-Latin I .....                   | Fall   | 6                             | 3   | 1     |
| Latin II .....                      | Fall   | 5                             | 10  | 1     |
| Latin II .....                      | Spring | 6                             | 8   | 4     |
| Latin III .....                     | Fall   | 6                             | 5   | 1     |
| Latin III .....                     | Winter | 5                             | 10  | 1     |
| Latin IV .....                      | Winter | 6                             | 4   | 1     |
| Latin IV .....                      | Spring | 5                             | 8   | 2     |
| Latin V .....                       | Spring | 6                             | 2   | 1     |
| <b>Associate Professor SHAW.</b>    |        |                               |     |       |
| Latin IV (2 sec.) .....             | Fall   | 10                            | 29  | 14    |
| Latin V (2 sec.) .....              | Winter | 10                            | 27  | 14    |
| Latin VI (2 sec.) .....             | Spring | 10                            | 24  | 13    |

## STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE      | Term   | Teaching<br>Hours<br>per week | Men | Women |
|----------------------------|--------|-------------------------------|-----|-------|
| <b>Latin (Continued)</b>   |        |                               |     |       |
| Latin VII a (2 sec.).....  | Fall   | 8                             | 20  | 21    |
| Latin VIII a (2 sec.)..... | Winter | 8                             | 23  | 19    |
| Latin IX a.....            | Spring | 4                             | 16  | 11    |
| Latin IX b.....            | Spring | 4                             | 7   | 10    |
| <b>Mathematics</b>         |        |                               |     |       |
| <b>Tutor BURR.</b>         |        |                               |     |       |
| Algebra II.....            | Spring | 5                             | 5   | 0     |
| <b>Tutor MOORE.</b>        |        |                               |     |       |
| Algebra I (2 sec.).....    | Fall   | 10                            | 22  | 14    |
| Algebra II (2 sec.).....   | Winter | 10                            | 21  | 14    |
| Algebra III (2 sec.).....  | Spring | 10                            | 18  | 14    |
| Algebra IV (2 sec.).....   | Fall   | 4                             | 39  | 11    |
| Algebra V (2 sec.).....    | Winter | 4                             | 42  | 12    |
| Algebra VI (2 sec.).....   | Spring | 4                             | 39  | 13    |
| Geometry I.....            | Winter | 4                             | 5   | 5     |
| Geometry II.....           | Spring | 4                             | 5   | 5     |
| Geometry III.....          | Fall   | 4                             | 16  | 19    |
| <b>Tutor HILL.</b>         |        |                               |     |       |
| Geometry I (2 sec.).....   | Fall   | 8                             | 36  | 16    |
| Geometry II (2 sec.).....  | Winter | 8                             | 31  | 14    |
| Geometry II.....           | Spring | 4                             | 6   | 5     |
| Geometry III.....          | Spring | 4                             | 22  | 14    |
| Algebra VII.....           | Fall   | 5                             | 14  | 11    |
| Algebra VIII.....          | Winter | 5                             | 16  | 10    |
| Algebra IX.....            | Spring | 5                             | 11  | 6     |
| Mechanical Drawing.....    | Fall   | 5                             | 8   | 0     |
| Mechanical Drawing.....    | Winter | 5                             | 8   | 0     |
| Mechanical Drawing.....    | Spring | 5                             | 7   | 0     |
| <b>Tutor WICKLER.</b>      |        |                               |     |       |
| Arithmetic.....            | Fall   | 5                             | 2   | 0     |
| Arithmetic.....            | Winter | 5                             | 2   | 1     |
| Arithmetic.....            | Spring | 5                             | 2   | 0     |

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

| INSTRUCTOR AND COURSE     | Term   | Teaching<br>Hours<br>per week | Men | Women |
|---------------------------|--------|-------------------------------|-----|-------|
| <b>Physics</b>            |        |                               |     |       |
| <b>Tutor BURE.</b>        |        |                               |     |       |
| Physics I (2 sec.).....   | Fall   | L 16<br>R 8                   | 40  | 11    |
| Physics II (2 sec.).....  | Winter | L 16<br>R 8                   | 40  | 13    |
| Physics III (2 sec.)..... | Spring | L 13<br>R 8                   | 40  | 13    |
| <b>Zoology</b>            |        |                               |     |       |
| <b>Tutor SACKETT.</b>     |        |                               |     |       |
| Zoology I .....           | Fall   | L 7<br>R 1                    | 5   | 9     |
| Zoology II .....          | Winter | L 7<br>R 1                    | 5   | 8     |
| Zoology III .....         | Spring | L 7<br>R 1                    | 5   | 4     |





# Report of the Treasurer 1906



# Treasurer's Statement

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:—

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1906, as follows:

The funds separately invested are:

C. G. Finney Memorial Fund—

|                            | Principal<br>August 31, 1906 | Net<br>Income |
|----------------------------|------------------------------|---------------|
| Mortgages .....            | \$79,700.00                  |               |
| Cash .....                 | 6,347.60                     |               |
|                            | <hr/> \$86,047.60            | \$4,754.11    |
| Springer Fund—             |                              |               |
| Cleveland real estate..... | 5,135.91                     | 253.82        |
| Foltz Fund—                |                              |               |
| Bonds .....                | 548.00                       | 24.00         |
|                            | <hr/>                        | <hr/>         |
| Totals .....               | \$91,731.51                  | \$5,031.93    |

The other funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

|  | Principal<br>August 31, 1906 | Net<br>Income |
|--|------------------------------|---------------|
| Notes and Mortgages....                      | \$466,699.11                 |               |
| Stocks and Bonds.....                        | \$619,024.50                 |               |
| Collateral loans .....                       | 187,992.59                   |               |
| Real estate .....                            | 417,469.38                   |               |
| Time Deposits (Savings and Trust Co.'s)..... | 10,500.00                    |               |
| Sundry accounts .....                        | 126,599.69                   |               |
| Loan to General Fund.....                    | 5,162.03                     |               |
| Deposits subject to check and cash.....      | 82,789.09                    |               |
|  | <hr/>                        | <hr/>         |
| Total of general investments.....            | \$1,916,236.39               | \$83,428.69   |
| Total of special investments.....            | 91,731.51                    |               |
|  | <hr/>                        |               |

\$2,007,967.90

The above investments are stated in detail, beginning at page 265 of this report.

The net income of general investments has been divided at the rate of 4.8 per cent. among the funds to which they belong.

An item of Advances to Gymnasium, \$436.98, which has been carried as an asset, was charged off in the expense account of the University. An item of Advances to the English Course, \$1,088.74, was charged off in the expense account of the Theological Seminary, being balanced by an equal credit from the unappropriated income of the Walworth Fund.

The excess of income over expense in the accounts of University, College, Academy and Theological Seminary, combined as usual, was \$5,788.86, which being subtracted from the accumulated deficits of previous years, \$10,950.89, leaves \$5,162.03 as the total unpaid deficit on August 31, 1906.

*Gifts have been received during the year as follows:*

GIFTS FOR IMMEDIATE USE.

From Mrs. Mary Kate Potter, \$25.00 for current expense.

From A. D. Sturges, \$100.00 for a dormitory for women.

From Thomas A. Hall, \$200.00 for the purchase of apparatus for the Department of History.

From Charles M. Hall, \$500.00 for the purchase of books for the Department of Mathematics.

From Dudley P. Allen, \$200.00 for improvements in the Women's Gymnasium.

From Charles M. Hall, \$500.00 for improvements in the Women's Gymnasium.

From the Second Congregational Church, Oberlin, \$61.45 for aid to students in the Theological Seminary.

From "A Friend," \$300.00 for the Library.

From J. J. McKelvey, \$547.50 for the Library.

Sundry gifts for the Women's Recreation Field, \$536.85.

From members of the Living Endowment Union, \$2,214.35 for current expense.

For the support of the Slavic Department in the Theological Seminary from—

|   |         |
|---|---------|
| Miss Olive K. Norris.....                                 | \$ 5.00 |
| Ohio W. H. M. U.....                                      | 81.00   |
| Congregational Education Society.....                     | 335.00  |
| Bethlehem Congregational Church and S. S., Cleveland..... | 17.56   |

|  |          |
|--|----------|
| First Congregational Church, Oberlin.....  | \$ 15.89 |
| Second Congregational Church, Oberlin..... | 5.53     |

## For Employment Fund for Seminary students from—

|  |         |
|--|---------|
| J. F. Berry.....                                     | \$ 5.00 |
| H. R. Core.....                                      | 5.00    |
| Benjamin James .....                                 | 5.00    |
| George T. Nichols.....                               | 4.10    |
| Hastings H. Hart.....                                | 20.00   |
| Mrs. H. W. Woodford.....                             | 10.00   |
| Mr. and Mrs. Frank Kimball.....                      | 50.00   |
| Miss M. E. Gibbs.....                                | 25.00   |
| Ambrose K. Ely.....                                  | 100.00  |
| C. A. Coffin.....                                    | 50.00   |
| "A Friend" .....                                     | 100.00  |
| Congregational Church, North Columbus.....           | 9.90    |
| Pilgrim Church, Cleveland.....                       | 150.00  |
| Kinsman Street Congregational Church, Cleveland..... | 13.50   |

*The total amount of these gifts for immediate use is \$6,192.63.*

*This amount is distributed in the Statement of Income and Expense among the following accounts:*

|  |            |
|--|------------|
| University .....                         | \$1,882.90 |
| College, special accounts.....           | 15.00      |
| Theological Seminary, special accounts.. | 1,078.93   |
| Library .....                            | 1,412.50   |
| Miscellaneous .....                      | 1,803.30   |
|  | <hr/>      |
|  | \$6,192.63 |

## GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES.

- From F. M. Hayes, of Buffalo, \$40.00 for endowment.  
 From S. D. Strong, of Oak Park, \$12.50 for endowment.  
 From S. F. Cooper, of Campbell, Cal., \$880.00 for endowment.  
 From Alfred Gillett, of Oberlin, \$5,000.00 for endowment.  
 From an anonymous donor, \$100,000.00 for endowment.  
 From the estate of Caroline E. Haskell, of Michigan City, Ind., \$26,879.63, part of her bequest to Oberlin College.  
 From the estate of Caroline E. Haskell, of Michigan City, Ind., \$20,000.00; her bequest to found the Haskell Lectureship in the Theological Seminary.

From Miss Anne Walworth, of Cleveland, \$75,000.00; her gift to Oberlin College.

From the estate of Miss Anne Walworth, of Cleveland, \$5,000.00; part of her bequest to Oberlin College.

From Miss Kora F. Barnes, of New York, \$5,000.00 for the Art Building.

From L. H. Severance, of New York, \$3,804.00; additional gift to the Maintenance Fund for the Severance Chemical Laboratory.

From Miss Grace Sherwood, of Chicago, \$5,000.00, her gift for the John Henry Barrows Memorial Building.

From the estate of Edward A. Goodnow, of Worcester, Mass.; \$5,000.00, his bequest to found the Goodnow Scholarships.

From the estate of Mrs. Ella J. Gilchrist-Potter, of Alpena, Mich., \$9,500.00; her bequest (less inheritance tax) to found the Gilchrist Banking Fund for students of Oberlin College.

From the estate of Mrs. Ella J. Gilchrist-Potter, of Alpena, Mich., \$4,750.00; her bequest (less inheritance tax) to found the Gilchrist-Potter Scholarship Fund.

From the Class of 1898, \$250.00; payments on subscriptions to a new class fund.

From the sale of a lot in Toledo, \$320.00; part of a gift of W. W. Griffith, of Toledo, for endowment.

From Mrs. T. W. Jones, \$5.00 for the John Henry Barrows Memorial Building.

From the sale of the Plumb farm in Iowa, \$4,000.00; an addition to the Ralph Plumb Fund.

From Alumni, \$559.35, part payments on subscriptions to the Class Reunion Funds.

For additional endowment of the Library from—

|                         |           |                         |          |
|-------------------------|-----------|-------------------------|----------|
| Mrs. Helen G. Coburn.   | \$ 500.00 | F. R. Simmons.....      | \$ 50.00 |
| Charles M. Hall.....    | 5,000.00  | William A. Bowen.....   | 100.00   |
| Mrs. Lawson Valentine   | 500.00    | Miss Grace H. Dodge..   | 1,000.00 |
| Mrs. Frederick Billings | 200.00    | Mrs. Elbert B. Monroe.. | 50.00    |
| George B. Harris.....   | 200.00    | John G. Jennings.....   | 25.00    |
| James O. Troup.....     | 500.00    | Zenas Crane .....       | 100.00   |
| G. M. D. Grigsby.....   | 1,000.00  | Alexander Hadden ....   | 50.00    |
| E. A. West.....         | 1,000.00  | Irving W. Metcalf.....  | 1,000.00 |
| William H. Day.....     | 100.00    | Mrs. Mary T. Castle.... | 100.00   |
| D. Willis James.....    | 10,000.00 | F. N. Finney.....       | 2,000.00 |
| Frank A. Day.....       | 100.00    | Merritt Starr .....     | 100.00   |

|                                      |             |                      |            |
|--------------------------------------|-------------|----------------------|------------|
| Charles F. Cox.....                  | \$ 1,000.00 | L. H. Severance..... | \$5,000.00 |
| Thomas H. Tracy.....                 | 100.00      | Mrs. F. E. Case..... | 100.00     |
| W. N. Gates.....                     | 500.00      | W. L. Tenney.....    | 60.00      |
| D. R. Burrell.....                   | 500.00      | H. D. Lafferty.....  | 1,000.00   |
| Anonymous donors ...                 | 2,350.00    | Dudley P. Allen..... | 1,000.00   |
| Estate of Mrs. Abbie R. Kendall..... |             |                      | \$ 475.00  |
| Estate of Mrs. Helen G. Coburn.....  |             |                      | 9,463.20   |

The total amount of these gifts to capital account is \$316,223.68, as shown on page 256 of this report.

*Endowments for current expenses now stand on the books as follows:*

|                                       |                       |
|---------------------------------------|-----------------------|
| General or University Endowments..... | \$883,473.05          |
| College Department Endowments.....    | 409,362.85            |
| Academy .....                         |                       |
| Theological Seminary .....            | 151,446.44            |
| Conservatory of Music.....            | 30,419.50             |
| Library .....                         | 69,595.46             |
| Total .....                           | <u>\$1,544,297.30</u> |

The accounts hereinafter presented are:

First, a set of tables showing the current income and expense of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in care of the Treasurer, showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in the hands of the Treasurer.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

JAMES R. SEVERANCE, *Treasurer.*

OBERLIN, December 5, 1906.



*Statement of Income and Expense for the Year*

## UNIVERSITY

## INCOME

|  |                     |
|--|---------------------|
| From invested funds (less \$4,164.19) transferred to Theological Seminary..... | \$ 27,822.77        |
| From rent of houses and lands not valued....                                   | 212.01              |
| Interest on subscriptions to endowment.....                                    | 48.00               |
| Gifts for current expense.....   | 1,882.90            |
| Biography of Charles G. Finney.....  | 70.56               |
| Quinquennial catalogues .....  | 95.80               |
| <b>Total income .....</b>  | <b>\$ 30,132.04</b> |

## EXPENSE

|  |                      |
|--|----------------------|
| <b>Salaries—President's office .....</b>                       | <b>\$5,900.00</b>    |
| Treasurer's office .....                                       | 4,000.00             |
| Secretary's office.....  | 2,200.00             |
| Library .....  | 2,375.00             |
| Gymnasla .....   | 3,600.00—\$18,075.00 |
| Clerks .....   | 1,797.28             |
| Stationery, printing and postage.....                          | 4,107.49             |
| Advertising .....  | 739.83               |
| Fuel and lights.....   | 1,529.01             |
| Buildings and grounds, care and repairs.....                   | 3,909.03             |
| Men's Gymnasium .....  | 1,123.45             |
| Women's Gymnasium .....  | 876.74               |
| Outside Representation .....                                   | 335.14               |
| Library appropriation for books.....                           | 1,500.00             |
| Summer School Normal Courses.....                              | 189.33               |
| Sundry expense .....   | 627.48               |
| Alumni dinner .....  | 469.84               |
| Payments on Lord and Hinchman Funds (in excess of income)..... | 33.54                |
| Olney Art Collection.....                                      | 1,095.25             |
| Agency expense .....   | 1,262.99             |
| Annuity Haskell Fund.....                                      | 700.00               |
| Advances to Gymnasium repaid.....                              | 436.98               |
| <b>Total expense .....</b>                                     | <b>\$ 38,808.38</b>  |

*Special Accounts—Receipts*

|  |             |
|--|-------------|
| Art School fees.....                     | \$ 1,111.90 |
| Teachers' Course, Women's Gymnasium..    | 736.50      |
| Teachers' Course, Men's Gymnasium.....   | 75.00       |
| Jennie Allen Nurse Fund.....             | 96.00       |
| Jones Loan Fund, loans returned.....     | 487.70      |
| May Moulton Loan Fund, loans returned..  | 54.00       |
| Scholarship Funds, from investments..... | 2,005.94    |
| Scholarship Loan Fund, loans returned..  | 728.49      |
| Skating Floor .....                      | 84.58       |

---

\$ 5,380.11

*Special Accounts—Payments*

|  |             |
|--|-------------|
| Art School .....                       | \$ 1,111.90 |
| Teachers' Course, Women's Gymnasium..  | 796.12      |
| Teachers' Course, Men's Gymnasium..... | 75.00       |
| Jones Loan Fund, loans made.....       | 740.00      |
| May Moulton Loan Fund, loans made....  | 300.00      |
| To holders of scholarship orders.....  | 2,015.44    |
| Scholarship loans .....                | 413.00      |
| Advances to scholarships repaid.....   | 97.48       |
| Skating floor .....                    | 66.79       |

---

\$ 5,615.73

## COLLEGE

## INCOME

|                          |             |
|--------------------------|-------------|
| From invested funds..... | \$19,466.82 |
| Term bills .....         | 48,389.43   |
| Graduate fees .....      | 680.00      |

---

Total income ..... \$ 68,536.25

## EXPENSE

|                                       |             |
|---------------------------------------|-------------|
| Salaries .....                        | \$42,650.42 |
| Clerks .....                          | 251.70      |
| Stationery, printing and postage..... | 463.55      |

---

Amount carried forward.....\$43,365.67

|  |             |
|--|-------------|
| Amount brought forward.....                  | \$43,365.67 |
| Outside representation .....                 | 80.20       |
| Fuel and lights.....                         | 1,572.31    |
| Buildings and grounds, care and repairs..... | 4,409.04    |
| Diplomas .....                               | 150.85      |
| Sundry expense .....                         | 16.72       |
| Museum .....                                 | 400.00      |
| Herbarium .....                              | 175.00      |
| Apparatus, Physical Laboratory.....          | 400.00      |
| Apparatus, Zoological Laboratory.....        | 50.50       |
| Apparatus, Botanical Laboratory.....         | 191.60      |
| Apparatus, Psychology .....                  | 197.20      |
| Trustee Scholarships .....                   | 744.05      |
| Avery Scholarships .....                     | 363.00      |
| Oberlin College Scholarships.....            | 93.00       |

|                     |    |           |
|---------------------|----|-----------|
| Total expense ..... | \$ | 52,209.14 |
|---------------------|----|-----------|

*Special Accounts—Receipts*

|   |             |
|---|-------------|
| Chemical Laboratory fees.....           | \$ 1,781.71 |
| Botanical Laboratory fees.....          | 237.20      |
| Zoological Laboratory fees.....         | \$608.50    |
| Zoological Laboratory gift.....         | 5.00        |
|   | <hr/>       |
|   | 613.50      |
| Physical Laboratory fees.....           | \$278.20    |
| Physical Laboratory gift...             | 10.00       |
|   | <hr/>       |
|   | 288.20      |
| Archæology fees .....                   | \$289.00    |
| from Art Exhibit.....                   | 291.16      |
| from Shorey Lecture..                   | 12.80       |
|   | <hr/>       |
|   | 592.96      |
| Anatomy fees .....                      | 40.00       |
| Herbarium bal. appropriation.....       | 54.14       |
| Scholarship funds from investments..... | 1,200.00    |

|  |    |          |
|--|----|----------|
|  | \$ | 4,807.71 |
|--|----|----------|

*Special Accounts—Payments*

|                             |             |
|-----------------------------|-------------|
| Chemical Laboratory.....    | \$ 1,410.00 |
| Botanical Laboratory.....   | 130.68      |
|                             | <hr/>       |
| Amount carried forward..... | \$ 1,540.68 |

|                                       |             |
|---------------------------------------|-------------|
| Amount brought forward.....           | \$ 1,540.68 |
| Zoological Laboratory.....            | 864.64      |
| Physical Laboratory.....              | 244.91      |
| Archæology .....                      | 298.34      |
| Anatomy .....                         | 39.00       |
| To holders of scholarship orders..... | 985.35      |
| Advances to scholarships repaid.....  | 32.65       |
|                                       | <hr/>       |
|                                       | \$ 4,005.57 |

## ACADEMY

## INCOME

|                  |              |
|------------------|--------------|
| Term bills ..... | \$ 15,045.00 |
|------------------|--------------|

## EXPENSE

|  |              |
|--|--------------|
| Salaries .....                               | \$14,100.00  |
| Clerks .....                                 | 288.90       |
| Stationery, printing and postage.....        | 575.87       |
| Fuel and lights.....                         | 393.09       |
| Buildings and grounds, care and repairs..... | 740.27       |
| Advertising .....                            | 275.00       |
| Sundry expense .....                         | 3.63         |
| Diplomas .....                               | 30.00        |
| Equipment .....                              | 100.00       |
| Trustee scholarships .....                   | 684.00       |
|  | <hr/>        |
| Total expense .....                          | \$ 17,190.76 |

*Special Accounts—Receipts*

|  |           |
|--|-----------|
| Physical Laboratory .....                | \$ 156.00 |
| Botanical and Zoological Laboratory..... | 91.00     |
| Athletic fees .....                      | 121.25    |
| Equipment, balance appropriation.....    | 52.90     |
|  | <hr/>     |
|  | \$ 421.15 |

*Special Accounts—Payments*

|  |           |
|--|-----------|
| Physical Laboratory .....                | \$ 183.55 |
| Botanical and Zoological Laboratory..... | 39.59     |
| Athletic fees .....                      | 112.40    |
|  | <hr/>     |
|  | \$ 335.54 |

## THEOLOGICAL SEMINARY

## INCOME

|                                   |             |              |
|-----------------------------------|-------------|--------------|
| From invested funds.....          | \$ 6,128.39 |              |
| Transfer from University.....     | 4,164.19    |              |
| From Walworth Fund.....           | 1,088.74    |              |
| Term bills and rent of rooms..... | 1,635.21    |              |
| Diplomas .....                    | 81.00       |              |
| Reserve, 1904-5 .....             | 372.71      |              |
|                                   | <hr/>       |              |
| Total income .....                |             | \$ 13,470.24 |

## EXPENSE

|  |             |              |
|--|-------------|--------------|
| Salaries .....                               | \$ 9,684.00 |              |
| Clerks .....                                 | 89.82       |              |
| Stationery, printing and postage.....        | 167.15      |              |
| Advertising .....                            | 78.45       |              |
| Fuel and lights.....                         | 862.93      |              |
| Buildings and grounds, care and repairs..... | 1,080.00    |              |
| Sundry expense .....                         | 109.95      |              |
| Outside representation .....                 | 25.35       |              |
| Advances to English Course repaid (bal.).... | 1,088.74    |              |
|  | <hr/>       |              |
| Total expense .....                          |             | \$ 13,186.39 |

*Special Accounts—Receipts*

## Slavic Department—

|                                |            |             |
|--------------------------------|------------|-------------|
| From invested funds.....       | \$2,564.48 |             |
| Loan repaid .....              | 5.00       |             |
| Gifts for current expense..... | 459.98     |             |
|                                | <hr/>      |             |
|                                |            | \$ 3,029.46 |

## Scholarship Funds—

|                                     |           |             |
|-------------------------------------|-----------|-------------|
| From investments .....              | \$ 986.01 |             |
| Gifts .....                         | 61.45     |             |
| Loans repaid .....                  | 226.60    |             |
|                                     | <hr/>     |             |
|                                     |           | \$1,274.06  |
| Student Employment Fund, gifts..... | 557.50    |             |
|                                     | <hr/>     |             |
|                                     |           | \$ 4,861.02 |

*Special Accounts—Payments*

|                                       |             |
|---------------------------------------|-------------|
| Slavic Department .....               | \$ 3,029.46 |
| To holders of scholarship orders..... | 1,246.00    |
| Student Employment Fund.....          | 759.31      |

---

\$ 5,034.77

## CONSERVATORY

## INCOME

|                                   |             |
|-----------------------------------|-------------|
| Term bills .....                  | \$61,842.46 |
| From invested funds.....          | 2,493.70    |
| Recital tickets .....             | 2,170.32    |
| Diplomas .....                    | 280.00      |
| Rent of Williams house (net)..... | 146.23      |

---

Total income ..... \$ 66,932.71

## EXPENSE

|  |             |
|--|-------------|
| Salaries .....                         | \$42,043.51 |
| Library .....                          | 729.11      |
| Stationery, printing and postage.....  | 654.24      |
| Advertising .....                      | 700.19      |
| Piano and organ tuning and repair..... | 3,898.37    |
| Fuel and lights.....                   | 1,927.91    |
| Clerks .....                           | 150.15      |
| Insurance .....                        | 193.89      |
| Janitor and engineers.....             | 1,834.09    |
| Supplies and repairs.....              | 2,349.12    |
| Purchase of instruments.....           | 4,838.61    |
| Artist recitals .....                  | 4,005.00    |
| Sundry expense .....                   | 103.75      |
| Electric power .....                   | 745.72      |

---

Total expense ..... \$ 64,173.66

*Special Accounts—Receipts*

|                                |           |
|--------------------------------|-----------|
| Loan Fund, loans returned..... | \$ 879.20 |
|--------------------------------|-----------|

*Special Accounts—Payments*

|                            |           |
|----------------------------|-----------|
| Loan Fund, loans made..... | \$ 696.50 |
|----------------------------|-----------|

## LIBRARY

## INCOME

|   |             |          |
|---|-------------|----------|
| From invested funds.....                        | \$ 1,168.86 |          |
| Dividend, G. F. Harvey Company.....             | 60.00       |          |
| Term bills .....                                | 1,467.25    |          |
| Private examinations .....                      | 559.00      |          |
| Registrar's fees .....                          | 213.80      |          |
| Books and supplies sold.....                    | 21.90       |          |
| Gifts for current expense and purchase of books | 1,412.50    |          |
| Interest on subscriptions to endowment.....     | 12.00       |          |
| Trustee appropriation .....                     | 1,500.00    |          |
|   | <hr/>       |          |
| Total income .....                              | \$          | 6,415.31 |

## EXPENSE

|                              |             |          |
|------------------------------|-------------|----------|
| Librarian's assistants ..... | \$ 1,737.66 |          |
| Binding of books.....        | 298.24      |          |
| Express and postage.....     | 29.44       |          |
| Case Library fee.....        | 10.00       |          |
| Supplies .....               | 209.97      |          |
| Wilson Bulletins .....       | 36.00       |          |
| Purchase of books.....       | 3,207.74    |          |
|                              | <hr/>       |          |
| Total expense .....          | \$          | 5,529.05 |

## MISCELLANEOUS

## RECEIPTS

|   |             |            |
|---|-------------|------------|
| Finney Memorial Fund, interest.....             | \$ 4,754.11 |            |
| Foltz Tract Fund, interest.....                 | 24.00       |            |
| Annuity Funds, income.....                      | 7,170.82    |            |
| Summer School, fees.....                        | \$1,940.00  |            |
| Summer School, special appropriation 189.33—    | 2,129.33    |            |
| Profit sale of lands.....                       | 6,187.96    |            |
| Sundry receipts .....                           | 9,965.53    |            |
| Gifts for immediate use.....                    | 1,803.30    |            |
| Gifts to form new funds or increase old ones... | 316,223.68  |            |
|   | <hr/>       |            |
| Total receipts .....                            | \$          | 348,258.73 |

## PAYMENTS

|                           |             |              |
|---------------------------|-------------|--------------|
| Finney Memorial Fund..... | \$ 2,500.00 |              |
| Annuities .....           | 10,435.44   |              |
| Summer School .....       | 2,129.33    |              |
| Sundry payments .....     | 1,853.77    |              |
|                           | <hr/>       |              |
| Total payments .....      |             | \$ 16,918.54 |

*Summary of the income and expense of the University, College,  
Academy and Theological Seminary.*

|                  | Income       | Expense      | Surplus      | Deficit      |
|------------------|--------------|--------------|--------------|--------------|
| University ..... | \$ 30,132.04 | \$ 38,808.38 |              | \$ 8,676.34  |
| College .....    | 68,536.25    | 52,209.14    | 16,327.11    |              |
| Academy .....    | 15,045.00    | 17,190.76    |              | 2,145.76     |
| Seminary .....   | 13,470.24    | 13,186.39    | 283.85       |              |
|                  | <hr/>        | <hr/>        | <hr/>        | <hr/>        |
|                  | \$127,183.53 | \$121,394.67 | \$ 16,610.96 | \$ 10,822.10 |
|                  | 121,394.67   |              | 10,822.10    |              |
|                  | <hr/>        | <hr/>        | <hr/>        | <hr/>        |
| Surplus .....    | \$ 5,788.86  |              | \$ 5,788.86  |              |

*Summary showing the increase of Funds and Balances in the care of  
the Treasurer*

|  |              |              |
|--|--------------|--------------|
| University, special accounts.....          | \$ 5,380.11  | \$ 5,615.73  |
| College, special accounts.....             | 4,807.71     | 4,005.57     |
| Academy, special accounts.....             | 421.15       | 335.54       |
| Theological Seminary, special accounts.... | 4,861.02     | 5,034.77     |
| Conservatory, income and expense.....      | 66,932.71    | 64,173.66    |
| Conservatory, special accounts.....        | 879.20       | 696.50       |
| Library, income and expense.....           | 6,415.31     | 5,529.05     |
| Miscellaneous .....                        | 348,258.73   | 16,918.54    |
|  | <hr/>        | <hr/>        |
|  | \$437,955.94 | \$102,309.36 |
|  | 102,309.36   |              |
|  | <hr/>        | <hr/>        |
| Total increase of funds and balances       |              |              |
| as shown on page 264 of this report        | \$335,646.58 |              |



*Funds and Balances in the care of the Treasurer*

## UNIVERSITY

August 31, 1905

August 31, 1906

|              |   |                         |
|--------------|---|-------------------------|
| \$173,495.86 | Endowment .....                             | \$173,548.36            |
| 17,514.89    | Alumni Fund .....                           | 17,514.89               |
| 24,475.00    | E. I. Baldwin Fund.....                     | 24,475.00               |
| 10,000.00    | Henrietta Bissell Fund .....                | 10,000.00               |
| 31,429.41    | James H. Fairchild Professor-<br>ship ..... | 31,429.41               |
| 15,275.00    | Anne Walworth Fund .....                    | 95,275.00               |
| 38,000.00    | Dickinson Fund .....                        | 38,000.00               |
| 4,846.10     | Clarissa M. Smith Fund .....                | 4,846.10                |
| 16,000.00    | Ralph Plumb Fund .....                      | 20,000.00               |
| 2,000.00     | Truman P. Handy Fund .....                  | 2,000.00                |
| 85.06        | Shaw Fund .....                             | 85.06                   |
| 79.14        | Latimer Fund .....                          | 79.14                   |
| 1,505.91     | Butler Fund .....                           | 1,505.91                |
| 158.45       | Whipple Fund .....                          | 158.45                  |
| 340.25       | Perry Fund .....                            | 340.25                  |
| 47.65        | Ryder Fund .....                            | 47.65                   |
| 596.52       | Davis Fund .....                            | 586.49                  |
| 44,838.39    | Reunion Fund of 1900 (part)..               | 45,397.74               |
| 38,500.00    | William E. Osborn Fund .....                | 38,500.00               |
| 5,000.00     | John Sherman Fund .....                     | 5,000.00                |
| 200,000.00   | John D. Rockefeller Fund ....               | 200,000.00              |
| 10,000.00    | E. A. and C. B. Shedd Fund...               | 10,000.00               |
| 10,000.00    | Marcus Lyon Fund .....                      | 10,000.00               |
| 5,000.00     | Warner Gymnasium Endow-<br>ment .....       | 5,000.00                |
| 10,000.00    | Olney Fund .....                            | 10,000.00               |
| 2,803.97     | Keith Fund .....                            | 2,803.97                |
|              | Anonymous Fund .....                        | 100,000.00              |
|              | Haskell Fund .....                          | 26,879.63               |
| 5,000.00     | Kora F. Barnes Fund .....                   | 10,000.00—\$ 883,473.05 |
| 2,711.57     | C. N. Pond Fund .....                       | 2,712.13                |
| 6,818.85     | Dutton Fund .....                           | 6,666.15                |
| 2,917.94     | Prunty Fund .....                           | 2,908.00                |

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 Amounts carried forward..... \$12,286.28—\$ 883,473.05

# REPORT OF THE TREASURER

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|           |  |                            |            |
|-----------|--|----------------------------|------------|
|           | Amounts brought forward....                    | \$ 12,286.28—\$ 883,473.05 |            |
| 254.49    | Finney Fund .....                              | 248.71                     |            |
| 7,586.70  | Dascomb Fund .....                             | 7,420.86                   |            |
| 424.16    | Warner Fund .....                              | 414.52                     |            |
| 57,619.26 | C. V. Spear Fund .....                         | 56,684.98                  |            |
| 900.72    | Gillett Fund .....                             | 838.95                     |            |
| 6,321.03  | Ross Fund .....                                | 6,299.44                   |            |
| 4,371.37  | Gilchrist Fund .....                           | 4,331.19                   |            |
| 20,392.99 | Marx Straus Fund .....                         | 18,871.85                  |            |
| 5,182.09  | Mary A. Springer Fund.....                     | 5,135.91                   |            |
| 4,959.23  | Collins Fund .....                             | 4,947.27                   |            |
| 6,469.86  | Cooper Fund .....                              | 7,405.41                   |            |
| 2,020.19  | Williams Fund .....                            | 2,017.16                   |            |
| 994.18    | Hotchkiss Fund .....                           | 981.90                     |            |
| 9,839.98  | Firestone Fund .....                           | 9,812.30                   |            |
| 977.72    | Edward West Fund .....                         | 984.65                     |            |
| 807.55    | McClelland Fund .....                          | 801.31                     |            |
| 988.00    | Parker Fund .....                              | 975.42                     |            |
| 2,000.00  | Johnson Fund .....                             | 1,979.33—                  | 142,437.44 |
| 1,000.00  | Cowles Memorial Scholarship..                  | 1,000.00                   |            |
| 1,100.00  | Dr. A. D. Lord Scholarship ...                 | 1,100.00                   |            |
| 1,000.00  | Mrs. Elizabeth W. R. Lord<br>Scholarship ..... | 1,000.00                   |            |
| 1,045.00  | Hinchman Fund .....                            | 1,045.00—                  | 4,145.00   |
| 5,000.00  | Lydia Ann Warner Scholar-<br>ship .....        | 5,000.00                   |            |
| 1,000.00  | F. V. Hayden Scholarship ....                  | 1,000.00                   |            |
| 6,000.00  | Avery Fund .....                               | 6,000.00                   |            |
| 1,250.00  | Finney Scholarship .....                       | 1,250.00                   |            |
| 1,000.00  | Howard Valentine Scholarship                   | 1,000.00                   |            |
| 1,000.00  | Caroline Scholarship .....                     | 1,000.00                   |            |
| 1,000.00  | Talcott Scholarship .....                      | 1,000.00                   |            |
| 1,000.00  | Metcalf Scholarship .....                      | 1,000.00                   |            |
| 1,000.00  | Dodge Scholarship .....                        | 1,000.00                   |            |
| 1,000.00  | Dascomb Scholarship .....                      | 1,000.00                   |            |
| 1,000.00  | Bierce Scholarship .....                       | 1,000.00                   |            |
|           | Amounts carried forward.....                   | \$20,250.00—\$1,030,055.49 |            |

|           |  |                            |                |
|-----------|--|----------------------------|----------------|
|           | Amounts brought forward....              | \$20,250.00—\$1,030,055.49 |                |
| 1,000.00  | Graves Scholarship .....                 | 1,000.00                   |                |
| 750.00    | Lewis Nelson Churchill Scholarship ..... | 750.00                     |                |
| 200.00    | Ann Lincoln Fund .....                   | 200.00                     |                |
| 811.28    | Jones Loan Fund .....                    | 558.98                     |                |
| 1,250.00  | Mary E. Wardle Scholarship ..            | 1,250.00                   |                |
| 6,500.00  | Dr. Dudley Allen Fund .....              | 6,500.00                   |                |
| 1,000.00  | Henry N. Castle Scholarship ..           | 1,000.00                   |                |
| 1,025.00  | Class of '58 Scholarship .....           | 1,025.00                   |                |
| 815.50    | Class of '69 Scholarship .....           | 815.50                     |                |
| 1,000.00  | Class of '98 Scholarship .....           | 1,000.00                   |                |
| 1,000.00  | Jean Woodward Irwin Scholarship .....    | 1,000.00                   |                |
| 1,000.00  | Howard Gardner Nichols Scholarship ..... | 1,000.00                   |                |
| 1,000.00  | May Moulton Memorial Fund..              | 1,000.00                   |                |
| 1,000.00  | John Manning Barrows Scholarship .....   | 1,000.00                   |                |
| 1,000.00  | Julia Clark Davis Scholarship..          | 1,000.00                   |                |
| 2,000.00  | Lucy M. Thompson Scholarship .....       | 2,000.00                   |                |
|           | Goodnow Scholarships .....               | 5,000.00                   |                |
| 302.33    | May Moulton Loan Fund .....              | 56.33                      |                |
|           | Gilchrist Banking Fund .....             | 9,500.00                   |                |
| 130.00    | Trustee Scholarship Fund (part) .....    | 130.00                     |                |
| 80.00     | Scholarship Loan Fund (part)             | 395.49—                    | 56,431.30      |
| 399.64    | Unused income above scholarships .....   |                            | 292.66         |
| 83,793.49 | C. G. Finney Memorial Fund..             | 86,047.60                  |                |
| 2,964.37  | Jennie Allen Nurse Fund.....             | 3,060.37                   |                |
| 509.60    | Hannah Snow Lewis Fund ..                | 509.10—                    | 89,617.07      |
| 39,114.43 | Balance credits, sundry accounts .....   |                            | 60,782.33      |
|           | Amount carried forward.....              |                            | \$1,237,178.85 |

Amount brought forward.....

\$1,237,178.85

## COLLEGE

|                              |                               |              |                |
|------------------------------|-------------------------------|--------------|----------------|
| 67,959.59                    | Endowment .....               | 67,959.59    |                |
| 19,634.41                    | Dascomb Professorship .....   | 19,634.41    |                |
| 50,000.00                    | Stone Professorship.....      | 50,000.00    |                |
| 55,881.37                    | Fredrika B. Hull Professor-   |              |                |
|                              | ship .....                    | 55,881.37    |                |
| 30,000.00                    | Graves Professorship .....    | 30,000.00    |                |
| 30,000.00                    | Brooks Professorship .....    | 30,000.00    |                |
| 23,748.52                    | Monroe Professorship.....     | 23,748.25    |                |
| 25,000.00                    | James F. Clark Professor-     |              |                |
|                              | ship .....                    | 25,000.00    |                |
| 20,000.00                    | Perkins Fund .....            | 20,000.00    |                |
| 25,000.00                    | Avery Professorship .....     | 25,000.00    |                |
| 40,000.00                    | L. H. Severance Professor-    |              |                |
|                              | ship .....                    | 40,000.00    |                |
| 12,039.23                    | Adella A. Field Johnston Pro- |              |                |
|                              | fessorship .....              | 12,039.23    |                |
| 6,196.00                     | Severance Laboratory Fund..   | 10,000.00    |                |
| 100.00                       | Henry Willard Fund.....       | 100.00—      | 409,362.85     |
| 1.14                         | G. F. Wright Research Fund..  |              | 1.14           |
| 1,000.00                     | Jennie Williams Scholar-      |              |                |
|                              | ship .....                    | 1,000.00     |                |
| 6,000.00                     | Ellen M. Whitcomb Scholar-    |              |                |
|                              | ship .....                    | 6,000.00     |                |
| 1,000.00                     | Flora L. Blackstone Scholar-  |              |                |
|                              | ship .....                    | 1,000.00     |                |
| 500.00                       | Tracy-Sturges Scholarship ... | 500.00       |                |
| 1,500.00                     | E. A. West Fund.....          | 1,500.00     |                |
| 1,000.00                     | Harvey H. Spelman Scholar-    |              |                |
|                              | ship .....                    | 1,000.00     |                |
| 1,000.00                     | Lucy B. Spelman Scholarship.  | 1,000.00     |                |
| 1,000.00                     | Janet Whitcomb Scholarship.   | 1,000.00     |                |
| Amounts carried forward..... |                               | \$13,000.00— | \$1,646,542.84 |

## REPORT OF THE TREASURER

|          |  |                            |           |
|----------|--|----------------------------|-----------|
|          | Amounts brought forward....                | \$13,000.00—\$1,646,542.84 |           |
| 1,000.00 | Mrs. F. E. Tracy Scholarship.              | 1,000.00                   |           |
| 5,000.00 | Frank Dickinson Bartlett Scholarship ..... | 5,000.00                   |           |
| 2,000.00 | Andover Scholarships .....                 | 2,000.00                   |           |
| 1,000.00 | J. C. Wilder Scholarship .....             | 1,000.00                   |           |
| 2,500.00 | The Comfort Starr Scholarship Fund .....   | 2,500.00                   |           |
| 500.00   | Sarah M. Hall Scholarships...              | 500.00                     |           |
|          | Gilchrist-Potter Scholarship Fund .....    | 4,750.00—                  | 29,750.00 |
| 391.10   | Unused income above scholarships .....     |                            | 573.10    |
| 748.38   | Balance credits, sundry accounts .....     |                            | 1,368.52  |

## ACADEMY

|       |  |        |
|-------|--|--------|
| 38.77 | Balance credits, sundry accounts ..... | 124.38 |
|-------|--|--------|

## THEOLOGICAL SEMINARY

|                              |                                      |              |                |
|------------------------------|--------------------------------------|--------------|----------------|
| 34,031.88                    | Endowment .....                      | 34,351.88    |                |
| 21,371.10                    | Finney Professorship .....           | 21,371.10    |                |
| 8,935.84                     | Morgan Professorship .....           | 8,935.84     |                |
| 25,000.00                    | Holbrook Professorship .....         | 25,000.00    |                |
| 21,707.00                    | Michigan Professorship .....         | 25,158.68    |                |
| 4,750.00                     | Place Fund .....                     | 4,750.00     |                |
| 3,495.55                     | Burrell Fund .....                   | 3,495.55     |                |
| 133.39                       | Hudson Fund .....                    | 133.39       |                |
| 1,000.00                     | Joshua W. Weston Fund .....          | 1,000.00     |                |
| 7,150.00                     | Wm. C. Chapin Fund .....             | 7,150.00     |                |
| 100.00                       | Henry Willard Fund .....             | 100.00       |                |
|                              | Haskell Lectureship.....             | 20,000.00—   | 151,446.44     |
|                              | Gillett Fund .....                   |              | 4,916.66       |
| 5,000.00                     | Lemuel Brooks Scholarship ..         | 5,000.00     |                |
| 1,500.00                     | Jennie M. Rosseter Scholarship ..... | 1,500.00     |                |
| Amounts carried forward .... |                                      | \$ 6,500.00— | \$1,834,721.94 |

|          |   |              |                |
|----------|---|--------------|----------------|
|          | Amounts brought forward....                               | \$ 6,500.00— | \$1,834,721.94 |
| 1,000.00 | McCord-Gibson Scholarship...                              | 1,000.00     |                |
| 1,000.00 | John Morgan Scholarship ....                              | 1,000.00     |                |
| 1,000.00 | Painesville Scholarship .....                             | 1,000.00     |                |
| 1,000.00 | Oberlin First Congregational<br>Church Scholarship .....  | 1,000.00     |                |
| 1,000.00 | Oberlin Second Congregational<br>Church Scholarship ..... | 1,000.00     |                |
| 1,000.00 | Anson G. Phelps Scholarship..                             | 1,000.00     |                |
| 1,000.00 | Butler Scholarship .....                                  | 1,000.00     |                |
| 1,000.00 | Miami Conference Scholarship.                             | 1,000.00     |                |
| 1,250.00 | Tracy Scholarship .....                                   | 1,250.00     |                |
| 1,000.00 | Sandusky Scholarship .....                                | 1,000.00     |                |
| 1,250.00 | Leroy H. Cowles Scholarship..                             | 1,250.00     |                |
| 1,000.00 | Charles E. Fowler Scholar-<br>ship .....                  | 1,000.00     |                |
| 1,250.00 | Emerson Scholarship .....                                 | 1,250.00     |                |
| 291.95   | Susan S. Button Fund .....                                | 291.95—      | 20,541.95      |
| 1,095.99 | Unused income, above scholar-<br>ships .....              |              | 1,124.05       |
| 599.45   | Balance credits, sundry ac-<br>counts .....               |              | 24.93          |

## CONSERVATORY

|           |  |           |           |
|-----------|--|-----------|-----------|
| 30,419.50 | Fenelon B. Rice Professor-<br>ship ..... | 30,419.50 |           |
| 21,532.69 | Reserve Fund .....                       | 24,291.74 |           |
| 133.69    | Loan Fund .....                          | 316.39—   | 55,027.63 |

## LIBRARY

|           |                         |             |
|-----------|-------------------------|-------------|
| 271.00    | Library Fund .....      | \$14,017.00 |
| 827.00    | Class of '85 Fund ..... | 887.00      |
| 500.00    | Cochran Fund .....      | 500.00      |
| 500.00    | Grant Fund .....        | 500.00      |
| 500.00    | Hall Fund .....         | 500.00      |
| 100.00    | Henderson Fund .....    | 100.00      |
| 11,176.63 | Holbrook Fund .....     | 11,176.63   |

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Amounts carried forward .... \$ 27,680.63—\$1,911,440.50

## REPORT OF THE TREASURER

|          |   |              |                |
|----------|---|--------------|----------------|
|          | Amounts brought forward....                 | \$27,680.63— | \$1,911,440.50 |
| 500.00   | Keep-Clark Fund .....                       | 500.00       |                |
| 1,000.00 | Plumb Fund .....                            | 1,000.00     |                |
| 5,724.13 | E. K. Alden Fund .....                      | 5,724.13     |                |
| 100.00   | Andrews Fund .....                          | 100.00       |                |
| 2,152.50 | Faculty Fund .....                          | 2,152.50     |                |
| 1,000.00 | E. A. West Fund .....                       | 2,000.00     |                |
|          | Helen G. Coburn Fund.....                   | 9,963.20     |                |
|          | Charles M. Hall Fund .....                  | 5,000.00     |                |
|          | D. Willis James Fund .....                  | 10,000.00    |                |
|          | L. H. Severance Fund .....                  | 5,000.00     |                |
|          | Abbie R. Kendall Fund .....                 | 475.00—      | 69,595.46      |
| 1,041.63 | Balance credits, sundry ac-<br>counts ..... |              | 2,827.89       |

## SPECIAL

|                |   |                |
|----------------|---|----------------|
| 524.00         | Foltz Tract Fund .....                        | 548.00         |
| <hr/>          |   | <hr/>          |
| \$1,648,765.27 | Total funds and balances.....                 | \$1,984,411.85 |
|                | Total increase of funds and<br>balances ..... | \$335,646.58   |

## Liabilities

|                |                                   |                |
|----------------|-----------------------------------|----------------|
| 21,945.06      | Deposits and personal accounts... | 23,556.05      |
| <hr/>          |                                   | <hr/>          |
| \$1,670,710.33 |                                   | \$2,007,967.90 |

*The foregoing Funds and Balances are invested in the following properties:*

**NOTES AND MORTGAGES distributed as follows:**

|                                |             |              |
|--------------------------------|-------------|--------------|
| Cleveland .....                | \$55,071.24 |              |
| Akron .....                    | 68,600.00   |              |
| Oberlin .....                  | 44,779.87   |              |
| Columbus .....                 | 6,450.00    |              |
| Lorain .....                   | 82,855.00   |              |
| Tallmadge .....                | 1,000.00    |              |
| Wellington .....               | 200.00      |              |
| Elyria .....                   | 6,750.00    |              |
| Collinwood .....               | 5,000.00    |              |
| Farm lands in Ohio.....        | 45,000.00   |              |
| Total in Ohio.....             |             | \$315,706.11 |
| Eureka .....                   | 500.00      |              |
| Hutchinson .....               | 5,100.00    |              |
| Wabaunsee .....                | 350.00      |              |
| Farm lands in Kansas.....      | 19,883.00   |              |
| Total in Kansas.....           |             | 25,833.00    |
| Matthews .....                 | 6,715.00    |              |
| Farm lands in Indiana.....     | 3,350.00    |              |
| Total in Indiana.....          |             | 10,065.00    |
| Grand Rapids .....             | 12,900.00   |              |
| Farm lands in Michigan.....    | 26,255.00   |              |
| Total in Michigan.....         |             | 39,155.00    |
| Chicago .....                  |             | 117,000.00   |
| Duluth .....                   |             | 17,500.00    |
| Des Moines .....               | 940.00      |              |
| Davenport .....                | 20,000.00   |              |
| Total in Iowa.....             |             | 20,940.00    |
| Farm lands in Nebraska.....    |             | 200.00       |
| Total notes and mortgages..... |             | \$546,399.11 |



|                          |   |              |
|--------------------------|---|--------------|
|                          | Amount brought forward.....                                 | \$546,399.11 |
| <b>STOCKS AND BONDS—</b> |   |              |
| \$100,000.00             | American Telephone & Telegraph Co., 5% Gold Notes.....      | \$100,000.00 |
| 10,000.00                | Aurora, Elgin & Chicago Ry. Co., 1st 5's .....              | 9,556.25     |
| 25,000.00                | The Bedford Quarries Co., 1st 6's.                          | 25,000.00    |
| 20,000.00                | Cleveland & Eastern Ry. Co., 1st 5's                        | 18,000.00    |
| 25,000.00                | Cleveland & South-Western Traction Co., 1st Con. 5's.....   | 23,750.00    |
| 15,000.00                | Cuyahoga Telephone Co., 1st 5's...                          | 12,268.75    |
| 1,000.00                 | Euclid Heights Realty Co., 1st 6's                          | 1,000.00     |
| 25,000.00                | Great Lakes & St. Lawrence Transportation Co., 1st 5's..... | 23,181.50    |
| 25,000.00                | Gilchrist Transportation Co., 1st 5's                       | 23,041.00    |
| 30,000.00                | Home Riverside Coal Co., 1st 5's..                          | 25,000.00    |
| 3,500.00                 | Hudson & Manhattan Ry. Co. Syndicate .....                  | 3,500.00     |
| 30,000.00                | Lake Shore Electric Ry. Co., Gen. 5's .....                 | 25,500.00    |
| 15,000.00                | Lorain Street Ry. Co., Con. 5's....                         | 13,875.00    |
| 4,500.00                 | Maple Leaf Land Co., 1st 6's.....                           | 4,000.00     |
| 6,000.00                 | New Orleans & Great Northern Ry. Co. Syndicate .....        | 6,000.00     |
| 30,000.00                | Northampton Portland Cement Co. 1st 6's .....               | 30,000.00    |
| 10,000.00                | Northern Ohio Traction Co., 1st Con. 5's .....              | 10,000.00    |
| 5,000.00                 | Northern Ohio Traction & Light Co. 1st Con. 4's.....        | 3,650.00     |
| 25,000.00                | Ontario Power Co., 1st 5's.....                             | 23,875.00    |
| 50,000.00                | Roby Coal Co., 1st Con. 6's.....                            | 50,000.00    |
| 25,000.00                | Steel Steamship Co., 1st 5's.....                           | 24,750.00    |
| 30,000.00                | Syracuse Rapid Transit Co., 2d 5's                          | 27,000.00    |
| 5,500.00                 | Tuscarawas Ry. Co., 1st 6's.....                            | 5,500.00     |
| 20,000.00                | United States Coal Co., 1st 5's....                         | 19,200.00    |
| 26,000.00                | United States Telephone Co., 1st 5's .....                  | 21,400.00    |
|                          | Amounts carried forward.....                                | \$529,047.50 |
|                          |   | \$546,399.11 |

|           |   |              |              |
|-----------|---|--------------|--------------|
|           | Amounts brought forward.....                              | \$529,047.50 | \$546,399.11 |
| 20,000.00 | Wellman-Seaver-Morgan Engineer-<br>ing Co., 1st 5½'s..... | 19,700.00    |              |
| 20,000.00 | Western Ohio Ry. Co., 1st 5's....                         | 15,825.00    |              |
| 30,000.00 | Wheeling Traction Co., 1st 5's....                        | 30,000.00    |              |
| 25,000.00 | Youngstown Iron, Sheet & Tube<br>Co., 1st 6's.....        | 25,000.00    |              |
|           | Total stocks and bonds.....                               |              | \$619,572.50 |

COLLATERAL LOANS ..... \$187,992.59

#### REAL ESTATE—

|                               |             |              |
|-------------------------------|-------------|--------------|
| Ashtabula (city property)...  | \$ 1,142.00 |              |
| Oberlin (city property)....   | 129,615.11  |              |
| Cleveland (city property)...  | 82,600.00   |              |
| Akron (city property).....    | 12,000.00   |              |
| Toledo (city property).....   | 650.00      |              |
| Elyria (city property).....   | 136.00      |              |
| Farm lands in Ohio.....       | 13,500.00   |              |
| Total in Ohio.....            |             | \$239,643.11 |
| Grand Rapids (city property)  | 10,449.00   |              |
| Farm lands in Michigan....    | 5,180.00    |              |
| Total in Michigan.....        |             | 15,629.00    |
| Topeka (city property).....   | 10,500.00   |              |
| Farm lands in Kansas.....     | 18,228.70   |              |
| Total in Kansas.....          |             | 28,728.70    |
| Chicago (city property).....  | 135,000.00  |              |
| St. Paul (city property)..... | 1,319.10    |              |
| Matthews (city property)..... | 1,610.38    |              |
| Farm lands in Florida.....    | 200.00      |              |
| Farm lands in Washington..... | 475.00      |              |
| Total real estate.....        |             | 422,605.29   |

#### SUNDRIES—

|  |             |
|--|-------------|
| Construction acct. Baldwin Cottage (loan)  | \$11,965.41 |
| Construction acct. Talcott Hall (loan).... | 13,075.46   |
| Advances to Lord Cottage.....              | 1,502.12    |
| Advances to Stewart Hall.....              | 1,393.16    |

Amounts carried forward.....\$27,936.15\$1,776,569.49

## REPORT OF THE TREASURER

|   |             |                |
|---|-------------|----------------|
| Amounts brought forward.....              | \$27,936.15 | \$1,776,569.49 |
| Advances to Keep Home.....                | 1,702.21    |                |
| Furnishings Park Hotel.....               | 3,823.41    |                |
| Unexpired insurance .....                 | 2,363.99    |                |
| E. B. Fairfield property, Chicago.....    | 18,914.03   |                |
| Improvements to Haskell property, Chicago | 9,312.72    |                |
| Improvements to Women's Gymnasium....     | 2,700.00    |                |
| New Library construction account.....     | 1,190.00    |                |
| Shedd Fund loans.....                     | 1,933.50    |                |
| Scholarships overdrawn .....              | 301.90      |                |
| Student Employment Fund overdrawn....     | 732.60      |                |
| Time deposits (Savings & Trust Co.'s) ..  | 10,500.00   |                |
| Bills receivable .....                    | 21,428.50   |                |
| Sundry accounts .....                     | 34,260.68   |                |
| Loan to General Fund.....                 | 5,162.03    |                |
|   |             | 142,261.72     |
| Deposits subject to check and cash.....   |             | 89,136.69      |
|   |             | <hr/>          |
|   |             | \$2,007,967.90 |

## SUMMARY OF ASSETS

|  |                |
|--|----------------|
| Notes and Mortgages.....                     | \$ 546,399.11  |
| Stocks and Bonds.....                        | 619,572.50     |
| Collateral Loans .....                       | 187,992.59     |
| Real Estate .....                            | 422,605.29     |
| Sundries .....                               | 142,261.72     |
| Cash .....                                   | 89,136.69      |
|  | <hr/>          |
|  | \$2,007,967.90 |
| Buildings and Equipment (see page 270) ..... | 751,950.00     |
|  | <hr/>          |
|  | \$2,759,917.90 |

*The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's Books. The values given are reasonable estimates based on their cost and present condition:*

|  |              |
|--|--------------|
| Spear Library .....                    | \$ 30,000.00 |
| French and Society Halls.....          | 14,000.00    |
| Peters Hall .....                      | 75,000.00    |
| Warner Hall .....                      | 130,000.00   |
| Council Hall .....                     | 75,000.00    |
| Sturges Hall .....                     | 10,000.00    |
| Talcott Hall and furniture.....        | 65,000.00    |
| Baldwin Cottage and furniture.....     | 40,000.00    |
| Lord Cottage and furniture.....        | 24,000.00    |
| Stewart Hall .....                     | 4,000.00     |
| Keep Home .....                        | 3,000.00     |
| Other houses and College grounds.....  | 8,000.00     |
| Library .....                          | 50,000.00    |
| Women's Gymnasium .....                | 8,000.00     |
| Physical and Chemical Apparatus.....   | 15,000.00    |
| Museum .....                           | 25,000.00    |
| Botanical Collection .....             | 7,500.00     |
| Musical Library .....                  | 3,000.00     |
| Musical Instruments and Apparatus..... | 46,000.00    |
| Arboretum .....                        | 2,000.00     |
| Athletic Grounds .....                 | 2,950.00     |
| Severance Chemical Laboratory.....     | 69,500.00    |
| Warner Gymnasium .....                 | 45,000.00    |
|  | <hr/>        |
|  | \$751,950.00 |

REPORT OF THE AUDITING COMMITTEE FOR THE  
YEAR ENDING AUGUST 31, 1906

*To the Board of Trustees of Oberlin College:*

Your Committee have personally examined all bonds, notes, mortgages, certificates of stock, deeds, and other evidences of property which were on hand at the beginning of the present year, or were received during the year, and also all securities held as collateral for loans.

We find that all are now in the hands of the Treasurer or are fully accounted for, and that all payments of principal endorsed on any of the securities, and all payments for real estate sold, have been properly credited on the books of the College.

Your Committee also employed the services of Mr. A. J. Horn, of Cleveland, an expert public accountant and auditor, who submitted to us the following report:

"All disbursements appearing on Treasurer's Cash Books were checked with vouchers and other voucher evidence.

"All receipts and disbursements appearing on Treasurer's Cash Books were carefully refooted and extensions examined.

"The Cash Balance as shown on Treasurer's Cash Book before the commencement of business, Sept. 1, 1906, was verified, (a) By actual count of money in safe; (b) By reconciliation of bank balances.

"All entries appearing in said Cash Books were found correctly posted, as verified by the casting of balances in the Trial Balance which was carefully rechecked with Ledgers.

"All detailed sheets of investments and real estate were compared with respective controlling accounts on Ledger.

"The books and archives of the Treasurer are kept in a most creditable and business-like manner."

Your Committee heartily approve the methods and work of the Treasurer's Office.

(Signed)

HENRY M. TENNEY,

E. J. GOODRICH,

Auditing Committee.

## ACTIONS TAKEN AT THE MEETING OF THE TRUSTEES, DECEMBER 5, 1906

There were present: President King, Messrs. W. C. Cochran, J. G. W. Cowles, H. Clark Ford, W. N. Gates, E. J. Goodrich, C. M. Hall, L. H. Severance, H. M. Tenney.

The report of the ballot for alumni trustee showed the re-election of Dr. Lucien C. Warner of New York for the full term of six years and of Dr. Dan F. Bradley of Cleveland for the unexpired term ending January 1, 1909, to succeed the late Dr. Judson Smith.

Mr. F. N. Finney, Mr. L. H. Severance, and Mr. E. J. Goodrich were re-elected to membership on the Board for the full term of six years.

The Board of Trustees gratefully acknowledged the receipt during the year of the many gifts for the completion of the Half Million Fund.

The office of Dean of the College of Arts and Sciences was created and Professor Charles E. St. John was appointed to the new office with a salary corresponding to that of the Dean of the Theological Seminary and the Director of the Conservatory of Music.

The following vote was passed with reference to the age limit for the retirement of teachers:

That, for teachers eligible for the retiring allowances of the Carnegie Foundation for the Advancement of Teaching, retirement at sixty-five may be asked for by either the teacher or the College; and retirement at sixty-eight shall take place as a matter of course without further action by the trustees.

Authority was given to the Council and the Prudential Committee to increase the teaching force in the department of English and in the department of Political Science and Economics, by the appointment of a new Instructor or Associate Professor in each department.

Charter and By-Laws  
of  
Oberlin College





## CHARTER OF OBERLIN COLLEGE

### AN ACT TO INCORPORATE THE OBERLIN COLLEGIATE INSTITUTE

SECTION 1. Be it enacted by the General Assembly of the State of Ohio, That Henry Brown, John Keys, Eliphalet Redington, Joel Talcott, Addison Tracy, Jabez L. Burrell, Philo P. Stewart, Peter P. Pease, and John J. Shipherd, of the county of Lorain, and their associates and successors, be, and they are hereby created a body politic and corporate, to be styled the Board of Trustees of the Oberlin Collegiate Institute, and, by that name, to remain in perpetual succession, with full power to sue and be sued, to plead and be impleaded, to acquire, hold, and convey property, real and personal, to have and use a common seal, to alter and renew the same at pleasure; to make and alter, from time to time, such by-laws as they may deem necessary for the government of said institution, its officers, students, and servants: Provided, such by-laws shall not be inconsistent with the Constitution and laws of the United States and of this State; also, to have power to confer on those whom they may deem worthy, such honors and degrees as are usually conferred in similar institutions.

SEC. 2. That the said institution shall remain where it is now located, in Russia, Lorain County, and shall afford instruction in the liberal arts and sciences; and the Trustees may, as they shall find themselves able, and the public good shall require, erect additional departments for such other branches of education as they may think necessary or useful.

SEC. 3. That the Board of Trustees shall, from time to time, appoint a President and other officers and instructors, and also agents of the institution as may be necessary; and shall have power to displace and remove any or either of them for good and sufficient reasons; and also to increase the num-

ber of their Board to twelve, exclusive of the President, fill vacancies which may occur by resignation, death, or otherwise in said Board or among said officers or agents, and prescribe and direct the course of study to be pursued in said Institute and its departments.

SEC. 4. The President of the institution shall be *ex-officio* a member of the Board of Trustees, and President of the same, and in his absence the Board shall elect one of its members to preside for the time being, and if any of said Trustees shall be permanently appointed President of said institution his office as Trustee shall be deemed vacant, and the Board of Trustees shall fill the same.

SEC. 5. Any seven of the twelve members of the Board of Trustees shall constitute a quorum to do business; and the Board shall hold their first annual meeting on the second Monday of March, 1834, at Oberlin, in the Township of Russia, in Lorain County, and afterwards they shall meet on their own appointment; but, in case of necessity, the President, with the advice of two Trustees, may call a special meeting of the Board, or any five members of the Board may call such meeting by giving notice to each member at least seven days before the time of said meeting.

SEC. 6. The Board of Trustees shall faithfully apply all funds by them collected and received, according to their best judgment, in erecting suitable buildings, supporting the necessary officers, instructors, and agents, and in procuring books, maps, charts, and other apparatus necessary to the well-being and success of the institution: Provided, nevertheless, that in case any donations or bequests shall be made for particular purposes not inconsistent with the designs of this institution, and the Trustees shall accept and receive the same, every such donation or bequest shall be applied in conformity to the conditions or designs of the donor.

SEC. 7. The Treasurer of the institution shall always, and all other agents when required, before entering on the duties of their appointments, give bonds for the security of the corporation and the public in such penal sums, and with such securities as the Board of Trustees shall approve; and all process against the corporation shall be by summons, and the service of the same shall be by leaving an attested copy thereof with the Treasurer of the institution, at least ten days before the return thereof.

SEC. 8. The Legislature shall have a right to amend, or repeal, this act when they deem it necessary: Provided, that no fund or property belonging to the said institution shall ever be by law appropriated to any other purpose than those named in this Charter.

JOHN H. KEITH,  
*Speaker of the House of Representatives.*

DAVID T. DISNEY,  
*Speaker of the Senate.*  
February 2, 1834.

AN ACT TO AMEND THE ACT ENTITLED "AN ACT TO INCORPORATE  
THE OBERLIN COLLEGIATE INSTITUTE"

SECTION 1. Be it enacted by the General Assembly of the State of Ohio, That from and after the passage of this act, the name and title of the Oberlin Collegiate Institute, at Oberlin, Lorain County, be changed to the name of Oberlin College; subject to all the provisions and enactments of an act to incorporate the "Oberlin Collegiate Institute," passed February 2, 1834, and the acts amendatory thereto.

BENJAMIN F. LEITER,  
*Speaker of the House of Representatives.*

CHARLES C. CONVERSE,  
*Secretary of the Senate.*  
March 21, 1850.

## AN ACT TO AMEND SUPPLEMENTARY SECTION 3771 a

SECTION 1. Be it enacted by the General Assembly of the State of Ohio, That supplementary Section 3771 a of the Revised Statutes of Ohio, passed April 15, 1889, be so amended as to read as follows:

SECTION 3771 a. The Board of Trustees of any university or college heretofore incorporated, but not under the patronage of conferences or other ecclesiastical bodies of any religious denomination, as described in Section 3736, may increase the number of such Trustees to twenty-four, exclusive of the president, or a less number, and may divide said Trustees into six <sup>1</sup> classes, each class to serve six years, and one class to be chosen each year, for said term; but one trustee of each class may be chosen by the votes of the alumni of such university or college, if the Board of Trustees shall so provide by by-law, in which case it shall also be the duty of the Board of Trustees to provide, by such by-laws, a method of nominating and elect-

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<sup>1</sup> The Act of April 15, 1889 (86 Ohio Laws, 341), corresponded with this, except that by clerical error it used the word "four" at this point.

Trustees J. D. Cox, J. E. Ingersoll, and E. W. Metcalf, committee, in their report, January 27, 1892, speak of this legislation thus:

"Your committee on a former reference of the matter to them found that there was then no legislation authorizing the election of Alumni Trustees in colleges not under the patronage of ecclesiastical organizations. They drafted an amendatory section of the general corporation laws of the state, and by the efficient aid of the members of the General Assembly from Lorain County, procured its enactment. It now stands as Section 3771 a of the Revised Statutes.

A clerical error crept into the printed copy of the bill, for this purpose, and passed into the enacted law. To modify this, your committee proposed a further amendment and with the same aid as before secured its enactment. It corrects Section 3771 a of the Revised Statutes, and is found in the Laws of Ohio, annual, Volume 87 (for 1890), page 188.

ing such appointee of the alumni. The President of such university or college shall, ex-officio, be a Trustee perpetually, and shall not be included in the classes going out in rotation. If it shall be necessary, in the first enlargement of the Board of Trustees, under this section, to distribute new members to the several classes, whose terms shall expire by rotation, the distribution may be made in such manner as the Board may direct, so that no Trustee shall be elected for a longer term than six years.

SECTION 2. That said original supplementary Section 3771 a, be and the same is hereby repealed; and this act shall take effect on its passage.

NIAL R. HYSELL,  
*Speaker of the House of Representatives.*

PERRY M. ADAMS,  
*President pro tem. of the Senate.*

Passed, April 11, 1890.

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## BY-LAWS OF OBERLIN COLLEGE

[Adopted by the Board of Trustees, November 18, 1905, and by authorization of the Board corrected to date of issue, December 15, 1906.]

### ARTICLE I

#### OF THE TRUSTEES: THEIR NUMBER, MANNER OF SELECTION AND TERMS OF OFFICE; ALUMNI TRUSTEES

SECTION 1. Pursuant to the Act of the General Assembly of Ohio passed April 11, 1890, this Board now consists of 24 Trustees, divided into six classes, providing for 4 Trustees in each class, who hold office for terms of six years each.

The membership of the Board at the time of the adoption of the By-laws was as follows:

Term expires January 1, 1906:

H. Clark Ford,  
Homer H. Johnson,  
Sydney D. Strong,  
James O. Troup.

Term expires January 1, 1907:

Frederick N. Finney,  
Edward J. Goodrich,  
Louis H. Severance,  
Lucien C. Warner.

Term expires January 1, 1908:

William C. Cochran,  
Franklin S. Fitch,  
Irving W. Metcalf,  
Merritt Starr.



Term expires January 1, 1909 :

Amzi L. Barber,  
Charles Finney Cox,  
William N. Gates,  
Judson Smith.

Term expires January 1, 1910 :

Dudley P. Allen,  
John G. W. Cowles,  
Charles S. Mills,  
Henry M. Tenney.

Term expires January 1, 1911 :

Theodore E. Burton,  
Paul D. Cravath,  
Charles J. Ryder,  
Charles B. Shedd.

SECTION 2. At the annual meeting preceding the expiration of the terms of any class of the Trustees as aforesaid, three Trustees shall be elected by the Board for a term of six years to fill three places in said class ; the fourth shall be elected by the Alumni as hereinafter provided.

The term of office of each Trustee shall begin at 12 o'clock M. on January the first next following his election and expires six years thereafter.

SECTION 3. Nine Trustees shall constitute a quorum of the Board.

SECTION 4. A standing committee of three members of the Board, on nominations to fill vacancies in the Board of Trustees, shall be chosen at each annual meeting of the Board.

The Secretary shall notify said committee of any vacancy which may occur in the Board.

Said committee shall thereupon (except in the case of President or among the Alumni Trustees) invite nominations to fill such vacancy from all members of the Board ; and at the next

meeting of the Board report, nominating at least two persons for each such vacancy.

At any election to fill such vacancy the Board may choose from the persons so nominated or otherwise.

SECTION 5.—Clause 1. One Trustee of the College, who shall be an alumnus of Oberlin College, shall be elected each year by the Alumni and shall hold his office for six years, being one of the class of four in the Board of Trustees annually elected.

SECTION 5. Clause 2. The Alumni for the purpose of such election shall be held to comprise regular graduates of the College, from any course of study in the Theological Seminary, from the College of Arts and Sciences, and former courses whose work is comprised therein, and from the Conservatory of Music, and also any person upon whom the College has conferred an honorary degree.

SECTION 5. Clause 3. The election shall be conducted by the Secretary of the College as follows: On or about the first of May in each year a printed blank or slip shall be sent to each of the Alumni whose residence is known, on which slip the name of the outgoing Alumni Trustee shall be given and a nomination requested for the ensuing term as his successor, and said slip shall also show the names and residences of all the members of the Board of Trustees, with designation of those who are Alumni Trustees.

Upon the first of August such nomination shall be canvassed by the Secretary and Librarian of the College and the result tabulated and entered upon the College records. On or before the first of September the Secretary shall send out, as before, printed tickets containing the five names of the nominees having the highest number of nominating votes on which shall be stated the date of graduation, the residence and occupation of each of such nominees, and each of the Alumni may mark

his choice of one of said five and return his ballot to said Secretary. On the first of November the Secretary and Librarian shall canvass the ballots cast, and the person who shall have the highest number of votes shall be declared elected. The result shall be tabulated and recorded as before, and the canvassing officers shall notify the Board of Trustees and the Trustee-elect of the election.

SECTION 5. Clause 4. In case of the sickness, absence, or other disability of the Secretary or Librarian, or both, his or their duties in the matter of such election shall be performed by such substitutes as the President of the College may appoint.

SECTION 5. Clause 5. Elections to fill unexpired parts of terms of any Alumni Trustee who may die or resign, shall follow as near as may be the method hereinbefore provided.

In case any such vacancy occur on or before August fifteenth of any year, the election for all vacancies shall be made at the same time, and upon the same ballots, and the person receiving the largest number of votes shall be elected for the regular term, he having the next highest number for the longest unexpired term and so on. And in such case, the ballot tickets to be sent out by the Secretary shall contain six names and the alumni shall be asked to vote for two candidates when two Alumni Trustees are to be elected, and so on.

SECTION 5. Clause 6. In case of a tie vote, the canvassers shall report the fact to the President, and the President shall by lot determine between the candidates.

SECTION 5. Clause 7. The term of each Alumni Trustee shall be coincident with that of the class of Trustees to which he is elected.

SECTION 6. No person while a teacher in the institution shall be eligible to election as a Trustee except by election as President and *ex-officio* Trustee.

SECTION 7. No denominational test is imposed in the choice of trustees, officers, or teachers, or in the admission of students, nor are distinctly denominational tenets or doctrines taught to the students.

## ARTICLE II

### OF THE OFFICERS OF THE BOARD; TERMS OF OFFICE; SALARIES

SECTION 1. The officers of the Board (other than the President provided for by the Charter) shall be a Treasurer, and a Secretary.

SECTION 2. The President, Treasurer, and Secretary shall respectively be chosen by ballot and shall hold office during the pleasure of the Board.

SECTION 3. The salaries of the President, Treasurer, and Secretary shall be fixed for each fiscal year of the College at least three months prior to the beginning of said year and not be changed during the year. If not otherwise fixed the salary of any year shall be the same as that for the preceding year.

## ARTICLE III

### OF THE PRESIDENT'S OFFICE: THE PRESIDENT; THE ASSISTANT TO THE PRESIDENT

SECTION 1. The President shall be chosen by ballot and when chosen shall serve during the pleasure of the Board.

SECTION 2. He shall be *ex-officio* a member of the Board, and shall preside at all its meetings.

SECTION 3. He shall have power to call special meetings of the Board at any time on seven days' written notice mailed to the Trustees at their last known addresses respectively.

SECTION 4. He shall supervise the work of all departments and officers, agents, teachers and employes of the College.

SECTION 5. He shall be *ex-officio* a member of the Prudential Committee and of the Investment Committee.

SECTION 6. He shall be Chairman of the General Council and of the General Faculty, and of all subordinate councils and faculties.

SECTION 7. He may attend any meeting of any committee or body subordinate to the Board or to any of the faculties, and share in the deliberations thereof, but without vote unless made a member of such subordinate body or committee, and he is *ex-officio* Chairman of the Committee on Appointments of the General Council, and of the Committee on Nominations of the General Faculty.

SECTION 8. He may grant temporary leave of absence to any officer, agent, teacher, or employe.

SECTION 9. He may, with the approval of the General Council and of the Prudential Committee, suspend any officer, agent, teacher, or employe of the College, reporting his reasons therefor in writing to the next meeting of the Board, and which shall be subject to the approval of the Board.

SECTION 10. He shall perform all duties imposed by law upon the executive head of the corporation.

SECTION 11. He shall prepare and distribute to the Trustees as early as practicable prior to the time fixed by by-law for the annual meeting a report in writing or print of the affairs and condition of the College, the work of the previous year, and such recommendations and suggestions as he may deem fit. Such report may include reports from the heads of departments of administration, and from other officers at the discretion of the President.

SECTION 12. The Assistant to the President, who shall not be a member of the Board of Trustees, shall cooperate with the President in strengthening and developing the College on every side. He shall be especially charged, in consultation

with the President, with the work of maintaining and enlarging the friendly and supporting constituency of the College, and of increasing its material resources. He shall particularly seek to make close and helpful the relation between the College and its alumni and former students, and shall be responsible, unofficially, for the progress of the Living Endowment Fund.

SECTION 13. He shall be *ex-officio* a member of the Prudential Committee, a member of the General Faculty with the rank of Professor, and a member of the Faculty Committee on Supervision of Appeals to Alumni.

SECTION 14. He shall each year, or oftener if desired, give to the Trustees a full report of his activities.

## ARTICLE IV

### OF THE TREASURER

SECTION 1. The Treasurer, who shall not be a member of the Board of Trustees, shall have charge of matters of Finance and Accounts. He shall have the custody of all the funds, securities, investments, muniments of title, *indicia* of ownership, assets, properties, choses in action, accounts and items of credit and things receivable by or belonging to the College. He shall be *ex-officio* a member of the Investment Committee and Secretary thereof. He shall also be *ex-officio* a member of the Prudential Committee.

SECTION 2. He shall annually give bond for the faithful performance of the duties of his office in the sum of \$50,000, with a surety company as surety, to be approved by the Board, the expense of which shall be borne by the corporation. The Board may, from time to time, require additional bonds from the Treasurer.

SECTION 3. He shall keep in just and accurate books of

account, records of all the assets, liabilities, resources and obligations, receipts and expenditures and financial and property transactions of the corporation. Said books shall include separate and distinct accounts of all the trust funds held by the College, with record of the manner and form in which the same are invested, and the receipts and disbursements thereof. An annual balancing and rest shall be written upon said books of account, and an annual balance sheet and report shall be prepared and furnished by the Treasurer to the Trustees at least one month prior to the time fixed by by-laws for the annual meeting.

SECTION 4. He shall furnish to the Prudential Committee, and to the General Council at least one month prior to the time fixed by by-law for the annual meeting of the Trustees a statement of the receipts and expenditures of the past and current year, and the probable receipts as estimated by himself for the ensuing year, for use by these bodies and the Trustees in preparing budgets for the ensuing year; and shall keep in well bound and indexed books provided for that purpose copies of such statements and budgets for each year.

SECTION 5. Each department, except the Conservatory as hereinafter provided for, shall contribute for the share of that department in the general (or university) expenses of the institution which are for the corporation as a whole and not assignable to any one department, such sums as may be determined by the Trustees from time to time.

SECTION 6.<sup>1</sup> In the case of the Conservatory any excess of

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<sup>1</sup> This rule is based upon the agreement between the Trustees and Professor F. B. Rice, of the Conservatory, as recorded in the vote of the Trustees, June 29, 1885, as follows: "That a definite salary be paid to the Director and Teachers of the Conservatory for which the College shall be responsible as in the case of other teachers; It being understood that all the receipts of the Conservatory shall be devoted to its uses and that the Conservatory shall be self-sustaining.

receipts over expenses shall be used to form a surplus fund to meet possible deficits in other years, or, upon vote of the Trustees, to be used in the development of the department. The Conservatory shall contribute toward the university expenses such amount as shall be determined from time to time by vote of the Trustees based upon what shall seem upon careful investigation to be equity in the matter.

SECTION 7. To each department shall be credited all funds given for the endowment of that department and the income from such endowment shall be devoted to the support and development of departmental work.

SECTION 8. All undesignated funds, all funds donated for general endowment purposes and all funds designated for specific purposes of general interest shall be classed as general (or university) funds. From the income of these funds, with the exception of funds designated for specific purposes, shall be paid general (or university) expenses proper (*i. e.*, expenses for the benefit of the corporation as a whole and not assignable to any one department), and the deficits, if authorized by the Board, of all departments except the Conservatory, and the remainder of said income shall be devoted to the use of the department of Arts and Sciences; but all remaining subject to the disposition of the Trustees.

SECTION 9. The financial year shall begin with September 1st of each year and close with August 31st next following.

SECTION 10. The Treasurer shall, from time to time, print and distribute to the Trustees, for the information of Trustees, copies of the college charter, of the statutes of Ohio especially applicable to the college, of these by-laws, and of the several special deeds, agreements and instruments of trust prescribing and defining the terms of the trusts upon which the property of the corporation is held.



## ARTICLE V

## OF THE RECORDS OF THE CORPORATION; THE SECRETARY

SECTION 1. The Secretary, who shall not be a member of the Board of Trustees, shall have charge of the records and correspondence of the corporation.

SECTION 2. He shall give bond for the faithful performance of the duties of his office in the sum of one thousand dollars, with a surety company as surety, to be approved by the Trustees, the expense of which shall be borne by the corporation.

SECTION 3. He shall be the Secretary of the Board of Trustees, *ex-officio* a member of the Prudential Committee, and Secretary thereof. He shall keep records of the members present and of the proceedings of each of these bodies at all meetings. At the opening of each meeting of these bodies respectively the record of its proceedings shall be read by the Secretary unless otherwise ordered.

SECTION 4. He shall preserve the records of such proceedings in well-bound books, and the same shall be open to the inspection of any member of the Board of Trustees or of the General Council at all reasonable times.

SECTION 5. He shall conduct such correspondence as pertains to his office or as the President may require.

SECTION 6. He shall prepare and distribute to the Trustees at least one week prior to the time fixed by by-law for the annual meeting the proceedings during the previous year of the several bodies for which he keeps the records. He shall make a report in writing or print, showing the statistics of the officers of instruction and government, and of the students of the College, the list of courses of studies taught and the number of students therein, during the previous year, with such comparisons and tables as will exhibit to the Trustees the present

work of the College and the tendencies thereof. The Secretary may at any time of his own motion, or as he may be directed by the Trustees, make further reports of any matter pertaining to his office or conduct.

SECTION 7. He shall mail a written notification to each Trustee of all regular or special meetings of the Board. He shall give ample notification of all special meetings of faculties and committees of which he keeps the records, to the members of such bodies respectively in accordance with the by-laws or the directions of such bodies.

SECTION 8. He shall, under the direction of the President and General Faculty, prepare and publish the annual catalogues of the College, containing lists of the officers, teachers, employes, and students, and statements of courses of study; he shall also prepare the quinquennial catalogue of officers, teachers, and alumni, and such other catalogues, prospectuses, announcements, bulletins, and documents as the President or General Faculty may direct.

SECTION 9. He shall produce at each meeting of any of the bodies whose records he keeps, the records for the current year and for the preceding meeting. He shall also acquaint the presiding officer in writing what business is by assignment to come before the body, and what committees are outstanding, and what committees have and have not reported, what reports are received and awaiting action, and, so far as practicable, what business remains unfinished from previous meetings. For the meetings of the Board of Trustees, the Secretary, in consultation with the President, and in accordance with the order of business prescribed in Article XIV of the By-Laws, shall prepare a detailed docket, to be sent to the Trustees one week before each regular meeting.

SECTION 10. He shall be the custodian of the seal of the corporation.

The seal of the corporation, which was adopted on the 18th day of February, 1852, and which has since then been in use, is hereby continued. Said seal is circular in form with two enclosing circles displaying upon the enclosed field a representation of a field of grain and a college building, and in the margin below, the motto, Learning and Labor; and in the margin above, the name of the College, all as here impressed or portrayed, viz.:



SECTION 11. All reports of committees involving the expenditure of money shall be in writing, and, unless otherwise ordered, preserved in files by the Secretary.

SECTION 12. The Secretary shall keep the records, reports, and documents in his custody so classified, arranged, and indexed as to be accessible to the Trustees at all times.

SECTION 13. All resignations of office by any officer or member of the Board, or by any member of any of the Faculties, shall be in writing, and kept on file with the Secretary.

SECTION 14. He shall perform all duties imposed by law on the Secretary, Clerk, or Recording officer of the corporation, unless the same is otherwise lawfully provided for by by-laws.

## ARTICLE VI

### OF FINANCE; THE INVESTMENT COMMITTEE; THE AUDITING COMMITTEE

SECTION 1. The Trustees shall at each semi-annual meeting adopt a Budget to be known as the Annual Appropriation

Budget, appropriating to special objects so far as they deem wise the moneys to be expended during the next following financial year. Other appropriations may be made at semi-annual meetings or at called meetings; but no money shall be expended except by vote of the Trustees appropriating the same, or by vote of the Prudential Committee as provided in Article VIII, Section 3.

SECTION 2. No such annual appropriation budget shall be adopted by the Board, and no other appropriation at any time shall be made, appropriating in the aggregate more moneys to be expended during any current financial year than the amount of the estimated probable receipts shown by the Treasurer's statement, unless at such meeting it shall be adopted by the ballots in favor thereof of three-fourths of the members of the Board of Trustees present.

SECTION 3. In making appropriations the Trustees may designate what moneys are to be expended under the direction of the different committees and subordinate faculties of the different departments.

SECTION 4. An Investment Committee shall be appointed annually by the Trustees, which shall superintend all investments of College funds. It shall consist of six members, viz.: the President and Treasurer of the College and four members of the Board.

The Investment Committee shall hold its meetings at such times and places as the committee may select.

The Treasurer shall be Secretary of the Investment Committee and keep permanent records of its proceedings.

No investment shall be made in which any member of the Committee has a pecuniary interest.

The Investment Committee shall at each annual meeting submit to the Trustees a full and complete statement of the

nature and condition of all investments, and a copy of all the proceedings for the preceding year.

SECTION 5. Each Departmental Council shall annually prepare and send to the General Council a statement and proposal for a Budget which shall show the receipts and expenditures of that department for the past year and the probable receipts and proposed expenditures for the ensuing year.

SECTION 6. In case of the proposed organization of a new department the following principle shall govern: So long as the Departmental and General Endowments remain inadequate to meet the demands upon the corporation as at present constituted, a new department shall be added only when a sum has been acquired for that specific purpose, the income of which is sufficient to meet the expenses of the proposed department, together with its equitable share of the general (or university) expenses, or when the tuitions of the proposed department are so established that the income therefrom shall cover the above named expenses.

SECTION 7. An Auditing Committee of two members shall be chosen at each annual meeting of the Trustees, who shall hold office for one year. Such committee shall examine and audit the books and accounts of the Treasurer at least once in the year and at such other times during the year as they see fit. They may employ expert accountants to assist in such work, and shall report the result of their examination in writing to the Board. The reports of the Auditing Committee shall be preserved in well-bound books kept for that purpose.

## ARTICLE VII

### OF THE COMMITTEE ON APPOINTMENTS

SECTION 1. A Committee on Appointments shall be selected annually by the Trustees, which shall consist of four Trustees,

to which shall stand referred all nominations from the General Council or otherwise for the appointment of professors, instructors, or teachers, for their consideration and report.

SECTION 2. The Departmental Councils shall have the right to make, through the General Council, nominations of professors or instructors in their respective departments. The right is reserved to the Trustees to make and consider such nominations and appointments as they see fit.

SECTION 3. To this Committee shall be referred all important proposed changes in courses of study, and all nominations of professors and instructors coming from the General Council; and by this Committee these changes and nominations shall be presented to the Board with its recommendations.

## ARTICLE VIII

### OF THE PRUDENTIAL COMMITTEE

SECTION 1. A Prudential Committee shall be chosen by the Trustees at each annual meeting, consisting of the President, the Assistant to the President, the Treasurer, the Secretary, and seven others, to whom shall be entrusted the management of the concerns of the Board of Trustees according to the direction of the Board in the intervals when the Board is not in session. Five members shall constitute a quorum.

SECTION 2. The Prudential Committee shall administer the affairs of the College which are not especially intrusted to the President, Treasurer, Secretary, Faculty, or other Committees of the Trustees.

SECTION 3. Any expenditure not previously authorized by the Trustees can be made only on the approval of the Prudential Committee.

SECTION 4. In all affairs of minor importance the action of the Prudential Committee, subject to the adoption of such

action by the Trustees at their meetings, shall be final; but on any matters of importance which admit of delay, final action shall be reserved and presented to the Trustees with their recommendation.

SECTION 5. The General Council shall annually prepare and submit to the Trustees a budget for all departments. Said budget of the General Council shall be transmitted to the Prudential Committee before it is transmitted to the Trustees, and the Prudential Committee may indicate their approval of the proposed budget, or may submit the same with amendments, or may transmit with the same an independent budget.

SECTION 6. In case of peculiar exigencies, such as that of a vacancy in the Faculty occurring in the intervals between meetings of the Trustees, the Prudential Committee, on the nomination of the Departmental Council through the General Council, may make a temporary appointment to fill the vacancy for the remainder of the current school year.

SECTION 7. General supplies shall be purchased by the Superintendent of Buildings and Grounds or by the Treasurer; special supplies may be purchased by the head of the department of administration or instruction, in whose hands special funds have been placed under the budget. Purchases shall be made only as provided by the budget or by the vote of the Prudential Committee. All bills shall be presented to the Treasurer, shall be paid by him direct, and with the vouchers shall be filed in the records of his office.

SECTION 8. Charges by the corporation for rooms, board, and other commodities, if supplied by the corporation, shall be determined by the Prudential Committee subject to the approval of the Trustees.

SECTION 9. The amount of the term bills and students' fees shall be determined by the Board of Trustees in annual meeting, and in the absence of action thereon at any annual

meeting shall be the same as for the preceding year, but subject to change at the beginning of any year.

SECTION 10. The Superintendent of Buildings and Grounds shall be chosen by the Trustees and shall have immediate supervision of the buildings and grounds of the corporation, under the direction of the Prudential Committee, and shall make annual reports in writing thereon.

## ARTICLE IX

### OF THE FACULTIES

SECTION 1. The General Faculty are intrusted with the management of the internal affairs of the College, but must obtain the concurrence of the Trustees in order to introduce any important change affecting the established methods or principles of administration.

SECTION 2. The instruction given by the College is distributed among the following departments, viz.:

(1) The College of Arts and Sciences, which may for convenience be called "the College," and shall have charge of all instruction given by the corporation not specifically conferred on other departments.

(2) The Theological Seminary, which shall have special charge of instruction in theology. (The work of the Slavic Department is also committed to the Theological Seminary.)

(3) The Academy, which shall have special charge of the instruction in secondary studies.

(4) The Conservatory of Music, which shall have special charge of instruction in music.

SECTION 3. The General Faculty shall consist of the President, the Assistant to the President, the Deans, the Director of the Conservatory of Music, the Principal of the Academy, the Secretary, the Librarian, the Registrar, all the



Professors, all Acting, Associate, and Assistant Professors in all departments, and all Instructors in the College, Seminary, and Academy.

SECTION 4. A permanent professor in any department shall be one who has received an appointment during the pleasure of the Board of Trustees.

SECTION 5. The Professors, Acting, Associate, and Assistant Professors, Deans, and Instructors in each department shall constitute the Departmental Faculty; except that the Academy and Conservatory Faculties shall include all teachers of these departments.

SECTION 6. Each Departmental Faculty shall, subject to the approval of the General Faculty, prescribe regulations and scholarly requirements for admission to the Department, the studies and courses of study therein, time of residence and attendance, conditions for examination, theses and terms of graduation, and the conditions for any degree other than honorary degrees, and may make recommendations thereon.

SECTION 7. Students will not be admitted to become candidates for a degree in any department until, upon examination by the Faculty of Arts and Sciences, they are found to have educational attainments equivalent to the College entrance requirements, as determined by the Faculty of Arts and Sciences under approval of the General Faculty, subject to alteration and approval by the Board of Trustees. Students seeking to be enrolled in any department other than the Academy, and who, upon examination, are not found to have such attainments, shall be enrolled and separately catalogued.

SECTION 8. The General Faculty may make or approve regulations for the assigning and distribution of the scholarships and aids within the disposition of the corporation, for the allotment of rooms in the dormitories, for the uses of the library, laboratories, gymnasiums, grounds, buildings and

property held and designated for school use, and for the conduct of students, classes, and associations of students in all departments, and for the general welfare, subject to the approval of the Trustees.

SECTION 9. Each Faculty shall report through the General Faculty such permanent or important rules and regulations as it may make to the Board of Trustees at the next regular meeting following their adoption, and all such rules and regulations shall be compiled and printed for the information of the Board from time to time.

SECTION 10. The Treasurer and General Faculty shall jointly report annually in writing to the Trustees the amount of the income received from the scholarship funds and beneficiary aid funds of all kinds, the uses made thereof, and the names of the holders of the more important scholarships, and the standing attained by such holders.

Such reports shall be preserved in separate well-bound books provided for that purpose.

SECTION 11. Every member of the Faculty will, in addition to the special instruction of his chair, render a reasonable share of the general service which comes upon the Faculty in common, so far as the interests of the College can be thus secured. The responsibilities, opportunities, and privileges involved in the representation of the corporation abroad are to be distributed in like manner.

The President and General Faculty will decide all questions that may arise as to the apportionment of such general service, responsibilities, opportunities, and privileges.

SECTION 12. The scholastic control of all the students is committed primarily to the respective teachers to whose classes they are assigned, then to the Faculty of the department concerned, and then to the General Faculty. The Trustees do not

receive appeals from the students in regard to any matter of discipline or order administered by the General Faculty.

SECTION 13. Each instructor has the general control of his own classes, limited by any general regulations adopted by the General Faculty. An aggrieved pupil always has the privilege of appealing to the Faculty.

SECTION 14. Each instructor in the case of a brief necessary absence from his work is expected to make such arrangement as he can for his classes, securing the approval of the President or of the General Faculty for the arrangement.

SECTION 15. When application shall be made to the Trustees by any teacher for leave of absence for any considerable time with a continuance of salary, or part thereof, the granting of such application imposes the obligation on the applicant to return at the close of such leave and continue in the service of the corporation for a reasonable time thereafter, or refund the salary paid during absence.

## ARTICLE X

### OF THE GENERAL COUNCIL

The President, the Assistant to the President, the Deans, the Director of the Conservatory of Music, the Principal of the Academy, the Secretary, the Librarian, and the permanent full professors of all departments of the College, shall form a General Council, whose duties shall be to receive from the Departmental Councils all nominations for appointments, and to transmit the same to the Board of Trustees with their recommendations. To this Council shall be committed also the approval of Departmental Budgets and the preparation of the annual proposal for a Budget for general purposes, except that only two Conservatory professors shall vote on the General Budget.

## ARTICLE XI

## OF THE HEADS OF DEPARTMENTS; OF DEPARTMENTAL COUNCILS

SECTION 1. The following officers shall be known as heads of departments of administration, viz.: The Dean of the College of Arts and Sciences, the Dean of the Theological Seminary, the Principal of the Academy, and the Director of the Conservatory of Music.

SECTION 2. The head of each department shall be its executive officer, and Vice-Chairman of its Departmental Council and Faculty. He may attend any meeting of any committee of the Departmental Faculty, and share in its deliberations, but without vote unless made a member of the Committee, and he is *ex-officio* Chairman of the Committee on Appointments and of the Committee on Budget of the Departmental Council, and Chairman of the Committee on Nominations of the Departmental Faculty. He shall have general charge of the interests of the department.

Each Departmental Council shall consist of the President, the head of the department, the Deans, and the permanent full professors of that department, except that in the Academy the Council shall consist of the President, the Principal, and all instructors upon permanent appointment.

The Departmental Council of each department shall have charge of Departmental Appointments and the Departmental Budget. It shall communicate to the Board of Trustees, through the General Council, its acts and recommendations.

## ARTICLE XII

## OF DISCIPLINE

SECTION 1. All disciplinary officers shall act with the ap-

proval of the President and the heads of the departments involved.

SECTION 2. The disciplinary control of the men of the College of Arts and Sciences is primarily committed to the Dean of College Men; the disciplinary control of the men of the other departments is primarily committed to the heads of those departments respectively; under the direction of the Committee on Discipline and the General Faculty.

SECTION 3. The Dean of College Men shall be appointed by the ballot of the Trustees, on the nomination of the General Council, and shall hold office during the pleasure of the Board of Trustees. He shall be *ex-officio* Chairman of the General Committee on Discipline.

SECTION 4. The disciplinary control of the women of the several departments of the College is primarily committed to the Dean of College Women, the Dean of Conservatory Women, and the Dean of Academy Women, respectively, under the direction of the Women's Board of Managers.

SECTION 5. The Deans of Women shall be appointed by ballot of the Trustees, on the nomination of the General Council, and hold office during the pleasure of the Board of Trustees, and shall be *ex-officio* members of the Women's Board of Managers. The Dean of College Women shall be *ex-officio* presiding officer of the Women's Board of Managers.

SECTION 6. The Women's Board of Managers shall consist of the three Deans above mentioned, together with six other members, who shall be chosen by the General Faculty, upon nomination of the Women's Board of Managers, for terms of three years, and divided into three classes of two members each, so that the terms of office of two members shall expire each year.

SECTION 7. The Women's Board of Managers shall have authority to make and change rules and regulations, subject

to the approval of the General Faculty, for the discipline, deportment, and good order of the women pursuing studies in any of the departments of the College.

SECTION 8. The Women's Board of Managers shall hold monthly meetings and other meetings at the call of the Dean of College Women; or, upon request of three other members of the Board. They shall advise with the Deans on all matters pertaining to the discipline, deportment, and good order of the women of the College; and shall hear appeals from students alleging grievances in the administration of the regulations.

SECTION 9. The several Deans of Women shall be primarily responsible for the discipline, deportment, and good order of the women in their respective departments, but concerning all the general interests of the College they shall constitute a committee of conference, and all cases of discipline requiring the action of the Women's Board shall be brought before this committee of Deans of Women, and action be recommended by them to the Board. The Dean of College Women shall be *ex-officio* Chairman of this committee.

## ARTICLE XIII

### OF DEGREES; OF THE COMMITTEE ON HONORARY DEGREES

SECTION 1. The Trustees will consider eligible for the degree of Bachelor of Arts (A.B.) any person nominated by the Faculty of Arts and Sciences through the General Faculty who has completed a four years' course of study in the arts and sciences and passed examinations satisfactory to the Departmental Faculty.

This shall not preclude the conferring of any other primary degree on proper occasion for work performed.

SECTION 2. The Trustees will consider eligible for the degree of Bachelor of Divinity (D.B.) any person nominated

by the Faculty of the Theological Seminary through the General Faculty who has theretofore received a degree from an institution approved for the purpose by the Departmental Faculty, representing four years of study in the arts and sciences, and has completed a three years' course of study in theology and passed examinations satisfactory to the Departmental Faculty.

SECTION 3. The Trustees will consider eligible for the degree of Bachelor of Music (Mus.B.) any person nominated by the Faculty of the Conservatory of Music through the General Faculty who has theretofore, upon examination by the Faculty of Arts and Sciences, been found to have educational attainments equivalent to the College entrance requirements, and has completed a course of study in music equivalent to at least four years' work therein, and passed examinations satisfactory to the Departmental Faculty.

SECTION 4. Certificates of merit may be given by the General Faculty upon nomination of the Departmental Faculty for work done by students in any department.

SECTION 5. The Trustees will consider eligible for the degree of Master of Arts (A.M.) any person nominated by the General Faculty and holding the degree of A. B. from this corporation, or holding a degree deemed equivalent thereto by the General Faculty, who, while in residence, shall have completed a one year's course of study in the arts and sciences and passed examinations satisfactory to the Faculty of the College of Arts and Sciences, and shall have satisfactorily met the requirements published in the annual catalogue governing graduate study.

SECTION 6. The Board may at any time, by a vote of three-fourths of the members present, confer *honoris causa* on those whom they may deem worthy, such honors and degrees as are usually conferred *honoris causa* in similar institutions.

SECTION 7. A committee on honorary degrees shall be appointed annually, consisting of the President and two Trustees.

SECTION 8. All proposals for honorary degrees shall be made through the President of the College and shall be in writing, stating the reasons upon which the proposal is based.

SECTION 9. Proposals for honorary degrees shall be referred by the President to the Committee and also to a similar Committee appointed by the General Faculty from its own members. If either Committee recommends the proposal to the Board action will be taken thereon.

The reasons should show the person proposed entitled to the honor upon one or more of the following grounds :

(1) That he is the author of some original work of such a character as to leave no doubt of the learning, attainments, and literary professional ability of the writer ; or,

(2) That in addition to the other claims for recognition for distinguished ability and learning he holds an honorable office, position in some university, college or school of law, of medicine, of theology, or of science, of good repute in this country or elsewhere ; or,

(3) That he is a man of acknowledged eminence in some one or more of the following directions. viz. : (a) in letters, or (b) in science, or (c) in some of the learned professions, or (d) in the public service.

## ARTICLE XIV

### OF THE MEETINGS OF THE BOARD OF TRUSTEES.

SECTION 1. The regular meetings of the Board shall be as follows :

The annual meeting, which shall occur in Oberlin on the first Wednesday of December.



The semi-annual meeting, which shall occur in Oberlin on the Monday preceding commencement.

SECTION 2. Special and called meetings may be held at any time in accordance with the charter.

If at any time between regular meetings the President shall ascertain that a majority of the Trustees prefer a later date for any regular meeting, the President may postpone the same from the dates fixed above to any date not more than four weeks thereafter, and of which regular notice shall be given.

SECTION 3. No nomination of a member of the Board of Trustees (other than the Alumni trustees), nor of a permanent professor, shall be ratified by the Trustees, and no person shall be elected a President, Treasurer, Secretary, head of department, a Trustee, or permanent professor except at a regular meeting, or at a special meeting held on at least seven days' notice.

SECTION 4. There shall always be presented to the Board of Trustees in well-bound books kept for that purpose, signed copies of such votes of the Committees and Faculties as are laid before the Board of Trustees for confirmation.

SECTION 5. *Order of Business.*

At the regular meetings of the Board the order of business, unless changed by vote, shall be as follows:

- (1) Call to order; prayer; roll-call.
- (2) Reading of minutes of preceding meeting and action thereon.
- (3) Reading of proceedings of Prudential Committee and action thereon.
- (4) Reports (with their Exhibits).
  - (a) of President;
  - (b) of Treasurer;
  - (c) of Auditing Committee;
  - (d) of Investment Committee.

- (5) Reports of other standing committees.
  - (a) of Committee on Appointments;
  - (b) of Committee on Nomination of Trustees;
  - (c) of Committee on Honorary Degrees.
- (6) Report of Special Committees.
- (7) Report of Advisory Committees.
- (8) Unfinished Business.
- (9) New Business.

SECTION 6. Roberts' Rules of Order, so far as applicable, shall be the parliamentary authority of the Board.

## ARTICLE XV

### OF THE ADVISORY COMMITTEES

SECTION 1. Permanent Advisory Committees shall be chosen for each of the following departments or branches of the corporation and its work:

- a. The Seminary.
- b. The Academy.
- c. The Conservatory.
- d. The Course of Instruction in Drawing and Painting.
- e. The Library.
- f. The Ancient Languages.
- g. The Modern Languages.
- h. Philosophy.
- i. History.
- j. Mathematics.
- k. The Biological Sciences.
- l. The Physical Sciences.
- m. The Athletics, Discipline, Gymnasium, and Physical Training for Men.
- n. The Athletics, Discipline, Gymnasium, and Physical Training for Women.
- o. Economics, Political Science and Sociology.

SECTION 2. Each Advisory Committee shall have power to visit the department or portion of the College to which it is assigned, and to inspect and examine the work and conditions therein.

SECTION 3. Each Advisory Committee shall make a report, in writing, at least once in three years, and also at such other times as the Committee may desire, or the Board of Trustees may from time to time request, to the Board of Trustees upon the work, conditions, merits, and needs of the department or portion of the College to which it is assigned. Such report may also embrace any recommendations or other matters which the Committee see fit to incorporate therein. Such Committee may also make further reports whenever they desire or the Board of Trustees may request. The reports of the Advisory Committee shall be preserved in well-bound books for that purpose and suitably indexed for the use of the Trustees and officers of instruction and government of the corporation.

SECTION 4. Such reports shall be filed with the Secretary of the Board of Trustees at least three weeks prior to the annual meeting of the Board, and in the discretion of the President be distributed to the Trustees with the other reports.

SECTION 5. Each Advisory Committee shall consist of three members, one of whom shall be a member of the Board of Trustees. The Committees shall be chosen as follows: At the meeting of the Board of Trustees occurring next after the adoption hereof, the Board of Trustees shall appoint the members of each Advisory Committee. The names of the members of each Committee so appointed shall thereupon be divided by lot into three classes, consisting of one member whose term shall be for three years, one member whose term shall be for two years, and one member whose term shall be for one year. At each annual meeting of the Board of Trustees thereafter

the successors to the members whose terms expire thereat shall be chosen for the term of three years.

SECTION 6. The term of each member of a Committee shall begin at the close of the annual Trustees' meeting at which he is appointed.

SECTION 7. Any vacancy in the Advisory Committees occurring when the Board of Trustees is not in session may be filled by appointment by the President for the unexpired term.

SECTION 8. The meetings of the Committees shall be held at such time as they may elect or provide by rule therefor, or as the President from time to time requests.

SECTION 9. The several Advisory Committees may, at the request of the Board of Trustees, or at their own option, assemble at any time for conference together, in which case they shall organize in accordance with parliamentary usage for temporary organization.

## ARTICLE XVI

### OF AMENDMENTS

Amendments to these By-Laws may be adopted at any regular meeting, or at any special meeting notice of which with the amendment proposed shall have been given at least seven days before the meeting.



## ALUMNI ASSOCIATIONS

### GENERAL ASSOCIATIONS

#### COLLEGE ASSOCIATION

President—Mr. Louis L. Nichols, '87, 386 Stuyvesant Avenue, Brooklyn, N. Y.

Vice Presidents—Dr. Dan F. Bradley, '82, 2905 14th Street, S. W., Cleveland, O.; Rev. Archibald Hadden, '77, 125 Houston Avenue, Muskegon, Mich.; Mr. Edward A. Miller, '97, 184 Forest Street, Oberlin, O.

Secretary—George M. Jones, '94, Oberlin, O.

The membership includes all graduates of the College, the Theological Seminary, the Conservatory of Music, and all holders of honorary degrees bestowed by the College.

The annual meeting is held in Oberlin on Tuesday morning of commencement week. The Alumni Dinner occurs on Wednesday, Commencement Day.

Six of the Trustees of Oberlin College are elected to their office by the ballot of all Alumni of the College, one vacancy occurring in the board at each annual meeting.

#### THEOLOGICAL ASSOCIATION

President—Rev. Levi S. Bickford, '71, 224 West College Street, Oberlin, O.

Secretary—Professor L. F. Miskovsky, '91, Oberlin, O.

The annual meeting is held immediately following the commencement exercises of the Theological Department, in May of each year.

#### LOCAL ASSOCIATIONS

##### NEW ENGLAND UNION, FOUNDED IN 1877

President—Rev. Charles A. Brand, '95, 14 Beacon Street, Boston, Mass.

Corresponding Secretary—Miss Minnie May, '98, 201 Clarendon Street, Boston, Mass.

Recording Secretary and Treasurer—Mr. Ethelbert V. Grabill, '96, 720 Tremont Building, Boston, Mass.

NEW YORK ASSOCIATION, FOUNDED IN——

President—Dr. Louis L. Nichols, '87, 386 Stuyvesant Avenue, Brooklyn, N. Y.

Secretary—Mr. Franklin H. Warner, '98, 141 Broadway, New York, N. Y.

Treasurer—Mr. Charles W. McCandless, '94, 35 Nassau Street, New York, N. Y.

Annual meeting in March or April in each year.

ILLINOIS ASSOCIATION, FOUNDED IN 1870

President—Mr. Newton Wyeth, '79, 1320 Ashland Block, Chicago, Ill.

Secretary and Treasurer—Mr. James S. Hardy, '01, 204 Dearborn Street, Chicago, Ill.

Annual meeting in March or April of each year.

NORTHWESTERN ASSOCIATION, FOUNDED IN 1881

President—Mr. Edwin S. Slater, '83, 517 Guaranty Building, Minneapolis, Minn.

Secretary—Mr. Charles W. Purple, '83, 124 Bedford Avenue, Minneapolis, Minn.

MIDLAND ASSOCIATION, FOUNDED IN 1889

President—Mrs. George C. Mosher, '80, 3612 Locust Street, Kansas City, Mo.

Secretary—Mr. Henry J. Haskell, '96, 2423 Tracy Avenue, Kansas City, Mo.

Treasurer—Dr. Scott P. Child, '92, 3700 Central Avenue, Kansas City, Mo.

## MISSOURI VALLEY ASSOCIATION, FOUNDED IN —

President—

Secretary—Rev. H. A. French, '68, Lincoln, Neb.

## WESTERN PENNSYLVANIA ASSOCIATION, FOUNDED IN 1893

President—Mr. William A. Dick, '90, 910 Chislett Street,  
Pittsburgh, Pa.

Vice President—Mrs. James G. Geegan, '96, 5632 Margaretta  
Street, Pittsburgh, Pa.

Secretary—Mrs. R. F. Emery, '91, 132 Hawthorne Street,  
Edgewood Park, Swissvale P. O., Pa.

Annual meeting in April of each year.

## SOUTHERN CALIFORNIA ASSOCIATION, FOUNDED IN —

President—Rev. C. G. Baldwin, D.D., '73, Palo Alto, Cal.

Vice President—Mrs. H. E. Martin, Berkeley, Cal.

Secretary and Treasurer—Rev. H. B. Mowbray, Hotel Albany,  
Oakland, Cal.

## RED RIVER VALLEY ASSOCIATION, FOUNDED IN 1898

President—Mr. E. T. Curtis, ex-'66, Fargo, N. D.

Secretary and Treasurer—Mr. A. A. Love, '88, Fargo, N. D.

Annual meeting in February or March of each year.

## CENTRAL NEW YORK ASSOCIATION, FOUNDED IN 1903

President—Mr. William H. Scott, '70, 215 Erie Street, Syracuse, N. Y.

Secretary—Professor A. S. Patterson, '95, 415 University  
Place, Syracuse, N. Y.

Treasurer—Mr. Marshall W. Downing, '94, 733 South Beech  
Street, Syracuse, N. Y.

Annual meeting in March or April of each year.

## NORTHWESTERN OHIO ASSOCIATION, FOUNDED IN 1903

President—Rev. Ernest B. Allen, t.'03, 1933 Washington  
Street, Toledo, O.



Vice President—Miss Grace L. Gibson, '86, 13 East Woodruff Avenue, Toledo, O.

Secretary and Treasurer—Mrs. E. F. Gleason, '80, 1011 Grand Avenue, Toledo, O.

Annual meeting on the second Friday in February.

CLEVELAND ASSOCIATION, FOUNDED IN 1905

President—Mr. Homer H. Johnson, '85, 1009 American Trust Building, Cleveland, O.

Vice President—Miss Harriet L. Keeler, '70, 93 Olive Street, Cleveland, O.

Secretary and Treasurer—Mr. Albert H. Fiebach, '99, 818 Society for Savings Building, Cleveland, O.

SOUTH DAKOTA ALUMNI ASSOCIATION, FOUNDED IN 1905

President—Rev. Samuel J. Beach, '75, Redfield, S. D.

Secretary—Mr. George L. W. Kilbon, '99, Letcher, S. D.

NEBRASKA ALUMNI ASSOCIATION, FOUNDED IN 1906

President—Mr. Gerdon W. Noble, '85, 638-640 Bee Building, Omaha, Neb.

Vice President—Miss Lucy M. Haywood, '94, 1441 G Street, Lincoln, Neb.

Secretary—Mr. Fredrique P. Loomis, '96, Room 6, U. S. National Bank Building, Omaha, Neb.

OHIO VALLEY ALUMNI ASSOCIATION, FOUNDED IN 1906

President—Mr. Theodore C. Jung, '98, 31-33 Atlas Bank Building, Cincinnati, O.

Secretary—Mr. Charles C. Kirkpatrick, '92, 501-502 Union Trust Building, Cincinnati, O.

Treasurer—Mr. Albert C. Shattuck, '78, 313-314 Johnston Building, Cincinnati, O.

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